

General Outcome

1

*Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences.*

1.1 Discover and Explore

GRADE

2

Specific Outcome

**Express Ideas**

*Students will be able to*

**1.1.1** make and talk about personal observations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Sharing Circle**

Students participate in a sharing circle by sitting in a circle and taking turns speaking on a familiar topic selected by the teacher from a previously compiled list. They hold a special Ukrainian artifact to signify their turn to speak. All students are given the opportunity to share, but may also pass if they do not feel comfortable sharing.

**KWL Chart**

Before reading a new story or book, invite students to talk about what they know from their personal observations (K), set goals for what they want to know (W) and form questions to guide further exploration while they read (KWL chart).

**Partner Predictions**

Students participate in a partner predictions activity similar to think–pair–share. Give students a topic, question or problem and ask them to either write or illustrate the response. Students pair up and share their ideas. They must later present their partner’s prediction to the class.

**Y-Chart**

Students discuss a topic and, with the teacher’s assistance, record their observations in a Y-chart that relates to how an object looks, feels, and sounds. For example,



**Express Ideas***Students will be able to***1.1.1** make and talk about personal observations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– make and talk about personal observations?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to make and talk about personal observations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to make and talk about personal observations (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- Ukrainian artifact(s) for sharing circle
- Graphic organizers (e.g., KWL chart, Y-chart [see sample blackline masters in Appendix D])

*Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences.*

**Consider Others' Ideas**

*Students will be able to*

**1.1.2** ask for others' ideas and observations to develop own personal understanding

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Preferences Survey

Model questioning by surveying students for food preferences (e.g., “Чи ти любиш їсти \_\_\_\_\_ чи \_\_\_\_\_ на сніданок.”). Invite students to help sort the data and make a graph.

**Extension:** Students conduct interviews with classmates for a variety of preferences. For example,

- colours
- pets
- sports

### Interviews

Students prepare a list of interview questions with teacher's assistance. Each student interviews one classmate or family member, gathers his or her answers and shares the answers with the class.

### Discussion Web

Students record words or ideas on a particular topic as they are discussed. The ideas will be recorded on a discussion web.

**Extension:** Students email another Ukrainian class, posing simple questions and sharing responses about a particular topic.

### Shared Illustrations

Students illustrate how they feel about a topic or text and share this in small groups. After sharing, students can add more detail to their illustrations.

### Survey Scavenger Hunt

Review the language and pronunciation of a series of survey questions, then invite students to conduct a student scavenger hunt. Surveyors complete a form with statements in Ukrainian. For example,

Знайди когось, хто	Підпис
1. не любить котів	
2. любить грати в гокей	
3. любить дощ	

**Consider Others' Ideas***Students will be able to*

- 1.1.2** ask for others' ideas and observations to develop own personal understanding  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- ask for others' ideas and observations to develop own personal understanding?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to ask for others' ideas and observations to develop own personal understanding (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to ask for others' ideas and observations to develop own personal understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Діалоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- Ілюстрації з комплекту *Нова 1: Діалоги і повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- Graphic organizers (e.g., webs [see sample blackline masters in Appendix D])
- Survey questions

*Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences.*

**Experiment with Language**

*Students will be able to*

**1.1.3** use a variety of forms to organize and give meaning to familiar experiences, ideas, and information.

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Focus on Various Forms**

Students will incorporate a variety of forms as part of their reading, writing, viewing, and listening activities. For example,

- recipes
- interviews and questionnaires
- letters
- applications or order forms
- storyboards or stick puppets to help retell familiar stories and rhymes
- disposable cameras to capture experiences or events in school
- collages of pictures or magazine cut-outs showing what they did during the summer
- posters to record their experiences during a field trip
- thank-you notes to a class visitor or volunteer, copied from a sample

**Spring Poetry**

During a spring unit, students brainstorm and organize vocabulary into a simple poem. Model this with the whole class, then students copy and illustrate the poem. Before students are engaged in the written portion, the class brainstorms words for each category so they have words from which to choose.

**Environmental Orchestra**

When doing a topic (e.g., at a farm [На фермі], at the zoo [У зоопарку], in the city, in the forest), students discuss sounds heard, then create or mimic sounds or make personal instruments. Use a Venn diagram to record student contributions to compare and contrast any two of the environments.

**Experiment with Language***Students will be able to*

- 1.1.3** use a variety of forms to organize and give meaning to familiar experiences, ideas, and information. *(continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use a variety of forms to organize and give meaning to familiar experiences, ideas, and information?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use a variety of forms to organize and give meaning to familiar experiences, ideas and information (see sample blackline master in Appendix E: Observation Checklist). Consider including the following criteria:

- Чи учень висловлює думки?
- Чи учень вживає різні форми, щоб висловити свої думки?
- Чи учень позитивно висловлює думку в дискусіях?

**Portfolios**

Discuss with students their strategies for organizing and the variety of forms used, choices made, captions used in pictures, and forms used to relate information in an inquiry.

**Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use a variety of forms to organize and give meaning to familiar experiences, ideas, and information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Зошит для письма. 2 клас.* Жуківська О. Львів: Світ, 2000.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- Disposable cameras
- Magazines, flyers, catalogues
- Venn diagrams (see sample blackline master in Appendix D)

*Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences.*

**Express Preferences**

*Students will be able to*

**1.1.4** collect and share favourite oral, print, visual, and multimedia texts

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Promoting Favourite Books**

After reading and listening to a variety of Ukrainian folktales or stories, students create book jackets of their favourite books.

**Extension:** In small groups, students make up a commercial to promote a favourite book and present it to the class.

**Extension:** In small groups, students act out a favourite part of a media text, using readers' theatre, role-play, or puppet play.

**Extension:** Photocopy the front cover of students' favourite books. They each write a sentence about what they most enjoyed about the book or why the illustration was chosen for the front cover.

**Favourite Character**

Students choose a favourite text character (e.g., *Попелюшка*), and find him or her in other media (e.g., print, video).

**Text Models**

After choosing a favourite text, students express their favourite part by creating a scene, using modelling clay as the medium. Students can guess the text, matching titles, or hard copy with the illustration or model after they have viewed the display.

**Favourite Songs and Poems**

As part of the morning routine, students take turns choosing and presenting their favourite song or poem for the class to listen to (e.g., “Ранкові мовні заняття.”).

**Class Ratings**

Post and maintain a class list of the various texts experienced by the class. Students can rate the texts using a star system.

**Logs**

Students maintain a log or graph each month for their reading and viewing experiences. This record may include the date, the form (e.g., book, magazine, video, computer story, audio recording, or oral story), the title and the author, as well as their opinions.

**Express Preferences***Students will be able to***1.1.4** collect and share favourite oral, print, visual, and multimedia texts (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- collect and share favourite oral, print, visual, and multimedia texts?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to collect and share favourite oral, print, visual, and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

 **Learning Logs**

Ім'я учня/учениці:		
Назва книжки	Жанр	Дата

 **Conferences**

Conference with individual students to discuss their preferences for a particular book. Discuss their choices of reading forms and genres, amount of reading done, and goal-setting on a monthly basis.

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to collect and share favourite oral, print, visual, and multimedia texts (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Нова 2: Розповіді для розвитку мови й понять. Книги 1–7.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Classroom collection of Ukrainian folk tales
- Puppets

General Outcome

1

*Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences.*

1.1 Discover and Explore

GRADE

2

Specific Outcome

**Set Goals**

*Students will be able to*

**1.1.5** choose to read and write

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note Writing for Fun**

As a note-writing activity, students choose from a variety of stationary, vocabulary and expressions to create notes for family, classmates, and special guests like Sviaty Mykolay or a guest artist.

**Extension:** Students read to the class cards sent or made by others (Я тебе люблю/дякую).

**Why I Like to Read**

Have students discuss what they like about reading and the things they like to read the most.

**Pen Pals**

Invite students to participate in a pen pal project with a Grade 2 class in another Ukrainian bilingual school. The first letter is planned and written together in class.

**Set Goals***Students will be able to***1.1.5** choose to read and write (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– choose to read and write?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to choose to read and write (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to choose to read and write. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to choose to read and write (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Діялог 1: Дід і баба приїхали».
- *Нова 2: На допомогу вчителю. Матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- Writing folder
- A variety of stationery, vocabulary, and expressions for the writing centre
- Students in another Grade 2 Ukrainian bilingual class

*Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences.*

**Develop Understanding**

*Students will be able to*

**1.2.1** connect new information, ideas, and experiences with prior knowledge and experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Brainstorming**

Students brainstorm ideas that demonstrate what they know and what they want to learn, using graphic organizers (e.g., Я знаю \_\_\_\_\_, Я хочу знати, як \_\_\_\_\_).



**Alternative Activity:** Choose a theme (e.g., animals, clothes). As students brainstorm words that suit the theme, record the words on the board. Encourage students to use their own knowledge and experiences to think of words to add.

**KWL Charts**

When studying a new concept (e.g., the school), students complete a KWL chart. Encourage students to make connections between the information they learned and their initial questions on the topic.

**Box of Clues**

Collect three or four artifacts that can be linked to the story that will be read, viewed, or listened to. Remove each artifact in turn from the box and ask students to identify it and briefly discuss possible connections to the story.

**Questions**

Elicit from students connections to a text by asking questions. For example,

- Як ти думаєш, про що буде цей твір?
- Чому ти так думаєш?
- Що ти вже знаєш про цю тему?
- Яку подію з твого життя нагадує цей твір?
- Чи цей твір нагадує тобі щось з іншого оповідання, фільму чи відео?

**Develop Understanding***Students will be able to*

- 1.2.1** connect new information, ideas, and experiences with prior knowledge and experiences (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- connect new information, ideas, and experiences with prior knowledge and experiences?

**Conferences**

Through discussion, determine students' skills at accessing prior knowledge and making the links to previous experiences and new information.

**Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to connect new information, ideas, and experiences with prior knowledge and experiences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to connect new information, ideas, and experiences with prior knowledge and experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to connect new information, ideas, and experiences with prior knowledge and experiences (see sample blackline masters in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993, «Буду я таким, як тато», с. 9.
- Graphic organizers (see sample blackline masters in Appendix D)
- Ukrainian artifacts

General Outcome

1

*Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences.*

1.2 Clarify and Extend

GRADE

2

Specific Outcome

**Explain Opinions**

*Students will be able to*

**1.2.2** describe new experiences and ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Story or Concept Panels**

Students create story or concept panels, displaying illustrations and captions that explain new concepts and experiences.

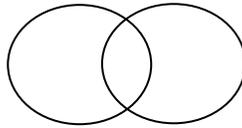
**Student Sketches**

Students sketch their thoughts after listening to a text several times, then share their sketches with a partner and add ideas and details based on their discussion.

**Venn Diagrams**

The class develops a Venn diagram to show relationships between new concepts and other related concepts. For example,

– Погода (weather conditions in) Осінь (fall) + Зима (winter)



**I Just Learned To ...**

Students share a new experience (e.g., swimming or learning to ride a bike) by telling their story to the class.

**Field Trip Response**

Students describe a field trip or other new experience, using visual representations, photographs, murals, or collages to represent what they have learned.

**Explain Opinions***Students will be able to***1.2.2** describe new experiences and ideas (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- describe new experiences and ideas?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to describe new experiences and ideas (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to describe new experiences and ideas (see sample blackline master in Appendix E: Self-Assessment Checklist).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to describe new experiences and ideas. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: На допомогу вчителю. Матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995:
  - Щоденні мовні вправи—Загадки
  - Таблиці мовного досвіду
  - Навчальні куточки
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- Venn diagrams (see sample blackline masters in Appendix D)

*Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences.*

**Combine Ideas**

*Students will be able to*

**1.2.3** arrange ideas and information to make sense

**SAMPLE TEACHING AND LEARNING ACTIVITIES****The Fox and the Crane**

After viewing a video on a Ukrainian folk tale (e.g., *Лисичка й журавель*), students provide facts about a fox and place the facts in categories (e.g., what a fox looks like, what a fox eats, what a fox does).

**Picture Arrangement**

In small groups, students use a series of pictures, pictographs or rebus pictures to arrange stories in sequential order and compose informational text about them. They present this to the class.

**Beginning, Middle, End**

After listening to a familiar story a group of three students works together and each retells a part of the story, either the beginning, middle, or end. One student illustrates the story, another writes the caption, and the third assembles the story. Then together the group presents their story in class.

**Seasonal Organization**

When discussing or brainstorming the concept of seasons, students categorize, web, or use an organizational chart for climate activities. For example,

Як виглядає?	Як звучить?	
Яке воно на дотик?	Здається	Почуття, емоції



<u>Пора року</u>	
Погода	
Що ми робимо?	Що ми святкуємо?

**Combine Ideas***Students will be able to***1.2.3** arrange ideas and information to make sense (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- arrange ideas and information to make sense?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to arrange ideas and information to make sense (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

Meet with students to review their work samples and, in particular, the organizers they used to arrange the information gathered. Discuss the following:

- How did you organize your ideas?
- Why did you choose a \_\_\_\_\_ to represent your ideas?
- Do you think this was a good choice? Why?
- What do you want others to know about this topic?
- Could you have arranged your ideas in another way to make sense?

**SAMPLE RESOURCES**

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Зошит для письма. 2 клас*. Жуківська О. Львів: Світ, 2000.
- *Зошит з розвитку мовлення 2 (1) клас*. Лабашук О. В., Скіпакевич О. В. Тернопіль: Мандрівець, 2000.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Лисичка та журавель*. Київ: Альтернативи, 1997.
- Computer paint program
- Graphic organizers (e.g., webs, charts [see sample blackline masters in Appendix D])

*Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences.*

**Extend Understanding**

*Students will be able to*

**1.2.4** ask basic questions to make sense of experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Questions**

Students touch, smell, listen to or ask questions about an object hidden in a bag to determine what it is. During the game they say “У мене питання,” and ask basic questions. For example,

- What is it? (Що це?)
- What colour is it? (Якого кольору?)
- How many? (Скільки?)
- Is it big? (Чи це велике?)

**Interviews**

Depending on the topic, students can interview a staff member, family member, or community worker. Students must first generate a series of questions.

**I Wonder Chart**

Students develop the habit of asking questions by actively engaging in questioning activities. During a unit of study, post large chart paper or poster board and record questions students would like to explore. Model questioning during listening, reading, or viewing activities. Periodically review and discuss the questions. Keep copies of the questions to determine the types of questions that students asked, as well as their developing questioning skills.

**Extend Understanding***Students will be able to***1.2.4** ask basic questions to make sense of experiences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- ask basic questions to make sense of experiences?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to ask basic questions to make sense of experiences (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to ask basic questions to make sense of experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.

*Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.*

**Prior Knowledge**

*Students will be able to*

**2.1.1** make connections among texts, prior knowledge, and personal experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**My Own Illustrations**

Invite students to look through the illustrations in a book and draw their versions of the story based on their own experiences (e.g., involving themselves or people they know). Students' versions are displayed and students to do a gallery walk: "Прогулянка по галереї" (walk, look at all students' pictures).

**Nova Dialogue**

Display pictures from a new *Nova* dialogue that students will be learning. Students will examine, make personal connections, and try to predict what the dialogue will be about.

**Artifact Connections**

Present a variety of artifacts related to the text that students will listen to, read, or view. Invite students to discuss what possible connections each artifact may have to the story.

**Predicting Based on Prior Knowledge**

After only reading the title of a text or looking at the illustrations, students make predictions about the text. Ask students why they made each prediction and what prior knowledge they used to decide what the story might be about.

**Prior Knowledge***Students will be able to*

- 2.1.1** make connections among texts, prior knowledge, and personal experiences  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- make connections among texts, prior knowledge, and personal experiences?

**Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to make connections among texts, prior knowledge, and personal experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to make connections among texts, prior knowledge, and personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to make connections among texts, prior knowledge, and personal experiences (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.

*Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.*

**Comprehension Strategies**

*Students will be able to*

**2.1.2** anticipate meaning, recognize relationships, and draw conclusions, and use a variety of strategies to confirm understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Questions Before, During, and After**

Have students read or view texts and ask each other questions about what they have learned. Model and provide guided practice to enable students to ask questions before, during, and after reading or viewing (e.g., view Pysanka or other instructional video).

**Cloze Activity**

After reading a story to students, put a cloze passage of the story on the overhead projector. Use the cloze activity to model the comprehension process for students. This will show students the importance of rereading and using cueing systems in constructing meaning.

**Before and After**

Before reading, listening to a text or viewing, students will make predictions about it as the teacher guides with appropriate questions. After the reading or viewing, students draw conclusions about the text, video, or presentation and respond by retelling, writing, dramatizing, or drawing. They compare their predictions with their retellings for further comprehension.

**Story Maps**

As a story is being read to them, students go up to the large posted chart paper and draw the character, setting or event as the teacher asks them. At the end of the story, students can go up to the “map” and retell the story.

**Retellings**

Ask students to listen to, read or view a text and orally recall it by creating a story vine or props that show the main ideas of the story. Retellings can be both uncued and cued. As students retell the story, observe whether they are able to

- recall the beginning, middle, and end of the story
- use story elements to cue recall

**Comprehension Strategies***Students will be able to*

- 2.1.2** anticipate meaning, recognize relationships, and draw conclusions, and use a variety of strategies to confirm understanding (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- anticipate meaning, recognize relationships, and draw conclusions, and use a variety of strategies to confirm understanding?

 **Checklist**

<b>Чи учень/учениця:</b>	<b>Завжди</b>	<b>Інколи</b>	<b>Ніколи</b>
<ul style="list-style-type: none"> <li>• застосовує попередні знання?</li> <li>• визначає ціль для слухання, читання і перегляду тексту?</li> <li>• підтверджує передбачення, які стосуються тексту?</li> <li>• робить висновки, базовані на тексті?</li> <li>• бере участь в міні-стратегічних уроках?</li> <li>• робить висновки і пояснює їх?</li> <li>• використовує різноманітні стратегії для повного розуміння?</li> <li>• перечитує текст, якщо він не є зрозумілим?</li> </ul>			

 **Conferences**

Conference with students, asking the following questions:

- Чи ти знав/ла що небудь про \_\_\_\_\_ перед тим, як ми прочитали про це?
- Чи ти знав/ла, навіщо я прочитав/ла цю (інформацію, статтю, книжку), цей (уривок, текст)?
- Чи були правильними твої передбачення?
- Чи ти змінив/ла свої передбачення при потребі?
- Чи ти дійшов/ла правильного висновку (правильних висновків)?
- Чи ти читав/ла “між рядками” для того, щоб зрозуміти, що саме автор намагається тобі сказати?

**SAMPLE RESOURCES**

- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.

*Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.*

**Textual Cues**

*Students will be able to*

**2.1.3** use textual cues, such as story models and titles, to construct and confirm meaning

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Text Features**

Students learn text features. Guide them in locating and using textual cues (e.g., titles, headings, tables of contents, indexes, glossaries, graphics, illustrations and signal words). This can be done using an overhead transparency of a table of contents. Ask students, “Where might you locate information on \_\_\_\_\_?” or “What information might you find on page \_\_\_?”

**Patterns**

Students read pattern texts with the teacher and recite the repeated phrases or sentences as they are read.

**Extension:** Students listen for repetitive patterns and refrains in songs. Scribe lyrics so students can follow along with the print.

**Audiovisual Cues**

Before reading a book, model and provide guided practice to help students recognize the use of audiovisual cues in media texts. For example,

- **Composition** refers to the way objects, people, words, or symbols are arranged.
- **Lighting** may indicate the passing of time, changes in mood and feelings, or create overall effect.
- **Colour** is used to create mood and feelings, to signal change, or for overall effect.
- **Movement** in a still picture may be suggested by lines or by composition. Movement in film or video can be used to create mood and to signal change.
- **Sound** in print media includes punctuation, repetition, alliteration, rhyme, and rhythm. Sound in non-print media includes music and sound effects to signal action, indicate change, or create mood.
- **Rhythm** is the overall mood and flow of the composition created by combining all the elements.
- **Editing** is the relationship of words to illustrations, the placement and size of words, the use of capitalization, and colour.

**Textual Cues***Students will be able to*

- 2.1.3** use textual cues, such as story models and titles, to construct and confirm meaning (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use textual cues, such as story models and titles, to construct and confirm meaning?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use textual cues, such as story models and titles, to construct and confirm meaning (see sample blackline master in Appendix E: Observation Checklist).

 **Rating Scale**

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to use textual cues, such as story models and titles, to construct and confirm meaning (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

 **Conferences**

Confer with students to determine how they use textual cues, such as story models and titles, to construct and confirm meaning. Also, determine if they use textual cues in composing texts as they speak, write, or represent.

## SAMPLE RESOURCES

- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

**Cueing Systems**

Students will be able to

- 2.1.4** use semantic, morphological, phonological, graphophonic, and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Cueing Systems**

**Syntactic Cues:** Refer to word order, rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.

**Semantic Cues:** Refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world and experiences with various texts and content.

**Graphophonic Cues:** Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

**Pragmatic Cues:** Refer to the social and cultural context, purpose and use of language. These factors affect how the individual constructs meaning.

**Cloze Oral Reading**

As a class, students read a short cloze passage on an overhead projector. They suggest words to fill in the blanks. Record all suggestions and lead a discussion about the appropriateness of each word suggested.

**Word Posters**

Students contribute words to create word posters and these topic or theme-related words are posted for easy reference. Invite students to brainstorm first for words they know (e.g., ий, а, е, і, nouns).

**Extension:** Students pick out verb endings from books with similar endings. Then they add the endings to a class verb chart.

**Nonsense Words**

Students create nonsense words from a list of phonograms provided. They pronounce the word and everyone guesses at the spelling. Then the student puts the word in a sentence that enables the class to understand the meaning of the word in context.

**Extension:** Establish letter units to help word building (e.g., ба, бе, би, бі, бо, бу [бя, бю]).

**Board Games**

Working in small groups, students review Ukrainian vocabulary and practise decoding words through playing the board games based on *Nova 2* (e.g., Настільні ігри).

**Cueing Systems***Students will be able to*

- 2.1.4** use semantic, morphological, phonological, graphophonic, and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use semantic, morphological, phonological, graphophonic, and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use semantic, morphological, phonological, graphophonic, and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context (see sample blackline master in Appendix E: Observation Checklist).

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use semantic, morphological, phonological, graphophonic, and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Букварик для малят.* Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Нова 2: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Настільні ігри.* Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 2: На допомогу вчителю. Матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.

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**Experience Various Texts**

*Students will be able to*

- 2.2.1** participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles, and informational texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Listening and Viewing Centre**

Provide a variety of forms and genres in a listening and viewing centre. Have students create a collection of class favourites after reading a variety of fables, riddles, poems, and stories. This collection can be placed in the reading centre. Keep a running list in the class of texts students have experienced together, on a genre or form sheet.

**Extension:** Students read with older students in the school.

**Class Joke Book**

Students record their own humorous stories, jokes and riddles in a book.

**Readers' Theatre**

Involve students in a readers' theatre where they tell a story through actions and speech of characters. They read the Ukrainian version of *Little Red Riding Hood*.

**Experience Various Texts***Students will be able to*

- 2.2.1** participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles, and informational texts (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles, and informational texts?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles, and informational texts (see sample blackline master in Appendix E: Observation Checklist).

**Self-Assessment Checklist**

Help students name texts that are their personal favourites and show their reading interests and experiences with text, using a self-assessment checklist. For example,

<b>Я люблю читати</b>		
Ім'я: _____	Дата: _____	
Я люблю читати _____		
	так	ні
• жарти	☺	☹
• казки	☺	☹
• загадки	☺	☹
• вірші	☺	☹
• ребуси	☺	☹
• пісні	☺	☹
• діалоги	☺	☹

**SAMPLE RESOURCES**

- *Нова 2: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Червона шапочка*. Slavutych, E., Turko, X. (eds.). Edmonton, AB: Alberta Education, 1975.
- *Свята срібної зими*. Волосевич О. Львів: Аверс, 1998.

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**Connect Self, Texts, and Culture**

*Students will be able to*

**2.2.2** describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual, and multimedia texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Response**

Students respond to texts, focusing on making connections to their own experiences, through

- role-plays
- posters
- puppet plays
- drawings
- dioramas
- letters
- murals
- paintings

**Show and Tell or Sharing Circle**

Students participate in show and tell or a sharing circle to discuss reactions to a story and relate it to their lives if applicable.

**Group Discussion**

Teacher reads a book to the class. As a class discussion, students infer how the author may have gotten the idea to write the story. They also consider the question, Чи це вам нагадує подію із вашого життя? Поясніть.

**Guest Author**

Invite a writer into the class to talk about how he or she generates ideas for writing stories. Students later form a list of topics about which they would like to write.

**Connect Self, Texts and Culture***Students will be able to***2.2.2** describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual, and multimedia texts (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual, and multimedia texts?

 **Learning Logs**

Review students' Learning Log entries to determine their skills in sharing personal experiences and cultural traditions. Note how students relate their experiences to texts read or viewed in class.

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual, and multimedia texts. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- *Свята срібної зими*. Волосевич О. Львів: Аверс, 1998.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *День народження. Birthday*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Моя родина. My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Натальчин котик. Natalka's Kitten*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Томчик*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

*Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.*

**Appreciate the Artistry of Texts**

*Students will be able to*

**2.2.3** identify and express the feelings of people in oral, print, visual, and multimedia texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Role-Play**

After someone reads or retells songs and nursery rhymes, students role-play them to show the range of characters' emotions.

**Expressive Art**

In pairs, students look at some art reproductions and label them for emotional expression (e.g., happy, sad, scary).

**Expressive Choral Reading**

In a choral reading, students use voice, tone, pace, intonation, and expression to help convey the character's feelings.

**Alternative Activity:** Students are each given a character from a text and, in small groups, cut pictures from magazines that depict the feelings of the character, possibly at different times. Later, students can present their particular character.

**Appreciate the Artistry of Texts***Students will be able to***2.2.3** identify and express the feelings of people in oral, print, visual, and multimedia texts *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- identify and express the feelings of people in oral, print, visual, and multimedia texts?

 **Portfolios**

Collect work samples over time that demonstrate students' growing understanding of the feelings of people in oral, print, visual, and multimedia texts.

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify and express the feelings of people in oral, print, visual, and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *День народження. Birthday*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Magazines, catalogues

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**2.3** Understand Forms and Techniques

### Forms and Genres

*Students will be able to*

**2.3.1** recognize that information and ideas can be expressed in a variety of forms and texts

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Story/Video/Website

After listening to a story about snow, watching a video about snow and reading about snow on a website, students talk about what they have learned about snow and why they prefer a particular media text.

### Classroom Newsletter

Students create a simple classroom newsletter, incorporating a variety of genres (e.g., stories, information text, poetry, songs, news reports, photo journals, recipes, cartoons, riddles and jokes, games, letters, puzzles).

### Brainstorming

Before studying a topic, students brainstorm where they can get information (e.g., Піонери, Члени родини, Звідки яблуко? Здоров'я, Наша провінція/Наше місто.). Direct students to the appropriate resource.

### Fiction vs. Non-fiction

Students take a walk around the library and point out fiction vs. non-fiction and where different genres are kept. Once back in class, students, in small groups, can make a chart of the different forms and genres in their school library.

**Forms and Genres***Students will be able to*

- 2.3.1** recognize that information and ideas can be expressed in a variety of forms and texts (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize that information and ideas can be expressed in a variety of forms and texts?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize that information and ideas can be expressed in a variety of forms and texts (see sample blackline master in Appendix E: Observation Checklist).

**Learning Logs**

Have students respond to the different variety of forms and texts (e.g., by describing their favourite form and what they like about it).

**SAMPLE RESOURCES**

- *Нова 2: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.

*Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.*

**2.3** Understand Forms and Techniques

### Techniques and Elements

*Students will be able to*

**2.3.2** relate the beginning, middle and end of oral, print, visual, and multimedia texts, and identify the main character

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Shape Representations

Students use an appropriate shape (e.g., a castle or forest, divided into three sections, to represent the beginning, middle, and end of a fairy tale). They use an appropriate character shape to identify the main character.

### Retellings

Read a story (e.g., *Колобок*), and have students retell it. Record four to five main sentences from the story and have students illustrate them. Display these retellings.

**Extension:** Students retell a story with a beginning, middle, and end. They use a computer painting or drawing program to create illustrations for the story.

### Character Depictions

At the top of a page, students write the name of a character from a story that was read to them. They then cut pictures from old magazines that represent aspects of the character and glue the pictures on the page.

**Extension:** Students make a class chart or cluster map depicting character traits from a favourite story.

**Extension:** After listening to a story, students draw the main characters and attach speeches to depict events in the story.

**Techniques and Elements***Students will be able to*

- 2.3.2** relate the beginning, middle, and end of oral, print, visual, and multimedia texts, and identify the main character (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- relate the beginning, middle and end of oral, print, visual, and multimedia texts, and identify the main character?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to relate the beginning, middle and end of oral, print, visual and multimedia texts, and identify the main character (see sample blackline master in Appendix E: Observation Checklist).

**Conferences**

Coach students in developing their understanding of story and character analysis.

**Rating Scale**

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to relate the beginning, middle and end of oral, print, visual and multimedia texts, and identify the main character (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

**SAMPLE RESOURCES**

- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Колобок*. Коваль О. Київ: Альтернативи, 1997.
- Computer with a painting or drawing program
- Magazines
- Graphic organizers (e.g., charts, maps [see sample blackline masters in Appendix D])

*Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.*

**2.3** Understand Forms and Techniques

### Vocabulary

*Students will be able to*

**2.3.3** explore commonalities in word families to increase vocabulary

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Brainstorm

Students brainstorm and generate word families. For example,

- two syllable words
- words that begin the same

### Word Endings

Post a chart of adjective and adverb word endings (e.g., ий, а, е, і). Students then add words under each category as they come across new phrases. Similarly, post a chart for verb endings.

**Extension:** Students are given a passage where they must look for and circle a particular root word or ending. A discussion can follow where students categorize their results.

### Noun Endings

Repeatedly model the various ways a noun can be presented with different endings. For example,

- Це наша кімната.
- У кімнаті діти.
- Директор прийшов до кімнати.

**Vocabulary***Students will be able to***2.3.3** explore commonalities in word families to increase vocabulary (*continued*)SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- explore commonalities in word families to increase vocabulary?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explore commonalities in word families to increase vocabulary (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explore commonalities in word families to increase vocabulary. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8*. Regina, SK: Saskatchewan Education, 1992.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років*. Светлова І. Є. Київ: АСТ-ПРЕСС-ДІК-СІ, 2001.

*Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.*

**Experiment with Language**

*Students will be able to*

**2.3.4** demonstrate interest in the sounds and rhythms of words, word combinations, and phrases in oral, literary, and media presentations.

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Rhymes and Tongue Twisters**

Students practise silly rhymes and tongue twisters (e.g., *Жирафа у шафі*). Using models provided, they create their own tongue twisters with the letters of the alphabet. They can write, illustrate, and compile the tongue twisters into a class book. This can be shared with the lower grades.

**Patterns and Rhythms**

Read texts that contain patterns and rhythms (e.g., *Рінка, Рукавичка*). Students can join in on repeated phrases and words.

**Extension:** Students engage in echo-reading, choral reading, readers' theatre.

**Changing the Words**

As a class, students take a familiar poem and change words to make a new variation (e.g., *Іде дід* can be changed to *Іде дух*). Students change some of the words to suit the subject.

**Extension:** Students read words backward (e.g., *мама = амам*).

**Extension:** Students use word cards and arrange them into sensible sentences.

**Experiment with Language***Students will be able to*

- 2.3.4** demonstrate interest in the sounds and rhythms of words, word combinations, and phrases in oral, literary, and media presentations (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- demonstrate interest in the sounds and rhythms of words, word combinations, and phrases in oral, literary, and media presentations?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to demonstrate interest in the sounds and rhythms of words, word combinations, and phrases in oral, literary, and media presentations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate interest in the sounds and rhythms of words, word combinations, and phrases in oral, literary, and media presentations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Зошит для письма. 2 клас.* Жуківська О. Львів: Світ, 2000.
- *Букварик для малят.* Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мандрівна абетка.* Прокопець М. Львів: Аверс, 2000.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Нова 2: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Пісні (збірка).* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні (комплект касет/компакт-диск).* Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Сонечко: Абетка. Лічилки. Вірші. Загадки. Ребуси. Скоромовки.* Бойко Г., Чубач Г., Усенко О., Ходос Ю., Ходос С. Донецьк: Сталкер, 2002.
- *Буквар. Методичні поради вчителю.* Луцик Д. В., Проць М. М., Савшак А. С. Львів: Світ, 2001.

*Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.*

**2.3** Understand Forms and Techniques

**Create Original Texts**

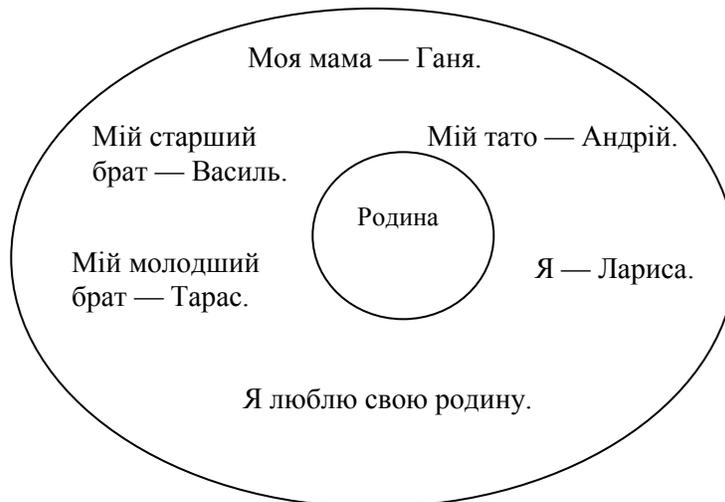
*Students will be able to*

**2.3.5** create basic texts to communicate and demonstrate understanding of modelled forms

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Wheel Planner**

Students use a wheel form to plan how they would write a paragraph on a topic. For example,



**Create Original Texts***Students will be able to:*

- 2.3.5** create basic texts to communicate and demonstrate understanding of modelled forms. *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- create basic texts to communicate and demonstrate understanding of modelled forms?

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to create basic texts to communicate and demonstrate understanding of modelled forms (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 **Conferences**

Discuss with students their work and encourage them to explain the chosen form. Use this time to provide students with constructive and positive feedback.

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to create basic texts to communicate and demonstrate understanding of modelled forms (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE RESOURCES

- *Нова 2: Вправи для розвитку української мови до діалогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.
- *Я чекаю Миколая.* Герман В. Київ: Яриця, 1999.
- Websites. For example,
  - <[www.sasked.gov.sk.ca](http://www.sasked.gov.sk.ca)> (Saskatchewan Learning)
  - <[www.aac.ab.ca](http://www.aac.ab.ca)> (Alberta Assessment Consortium)
  - <[www.2learn.ca/Projects/Together/START/checklid.html](http://www.2learn.ca/Projects/Together/START/checklid.html)> (General Observation Checklist)

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

**Personal Knowledge and Experience**

*Students will be able to*

**3.1.1** record and share personal knowledge and experience of a topic

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Brainstorming Web**

As a class, students brainstorm ideas about a topic and develop a web that the teacher makes on the board, overhead or chart. For example,

**Daily News**

Students share daily news orally in a quick presentation to the whole group.

**Personal Collections**

Students prepare personal collections and bring favourite items for presentation. The class can maintain a chart listing all the collections.

**Hobby Talk**

Students talk about their favourite hobbies and add to a class graph. Read *Коли я сам* or *Коли я сама*. Each student makes his or her own page and the class forms a book.

**Personal Knowledge and Experience***Students will be able to***3.1.1** record and share personal knowledge and experience of a topic (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- record and share personal knowledge and experience of a topic?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to record and share personal knowledge and experience of a topic (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to record and share personal knowledge and experience of a topic. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to record and share personal knowledge and experience of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Коли я сам.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сама.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

**Ask Questions**

*Students will be able to*

**3.1.2** ask questions to understand a topic, and identify information needs

**SAMPLE TEACHING AND LEARNING ACTIVITIES****20 Questions**

Play 20 Questions (Вгадайте! 20 питань) with students to attempt to identify an object, place or topic. One student has an object or a paper on which is written the name of a place or topic. Classmates attempt to identify the object, place or topic by asking a maximum of twenty questions. This may be done in small groups or with the whole class.

**I Wonder ...**

Create an “I Wonder .../I wish to know ...” (Я хотів би/ла б знати) or “Does someone know?” (Чи хтось знає?) chart where students can post questions they would like to explore.

**Interview Questions**

Help students create questions for interviewing members of the school community.

**Field Trip KWL Chart**

Before a field trip, guest speaker or new topic, students create a set of questions they would like answered and, with the teacher, make a class KWL chart on the board or chart paper. For example,

K What we know about this	W What we want to find out	L What did we learn?

З Що ми знаємо про це?	Х Що ми хочемо дізнатися?	В Що ми вивчили?

**Ask Questions***Students will be able to***3.1.2** ask questions to understand a topic, and identify information needs (*continued*)SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

– ask questions to understand a topic, and identify information needs?

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to ask questions to understand a topic, and identify information needs. Offer feedback, encouragement and praise as needed.

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to ask questions to understand a topic, and identify information needs. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- KWL chart (see sample blackline master in Appendix D)

General Outcome

3

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

3.1 Plan and Focus

GRADE

2

Specific Outcome

**Participate in Group Inquiry**

*Students will be able to*

**3.1.3** contribute information and questions to assist in group understanding of a topic or task

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Class Discussion**

Record on a chart as students contribute to a class discussion about friendship by telling about their own friends, why they like them and what activities they like to do with them.

**Group Resource Charts**

As a class, create resource charts on research topics. For example,

Де?	Що?	Чому?

**Mystery Bag**

Place an item or artifact pertaining to the inquiry or topic in a bag (or box). Students generate questions to guess the contents of the bag.

**Read, Question, Read, Answer**

While reading a story, pause at particular times and model for students questions they might ask. Have students ask several questions and note the questions on the board. Read further in the story and then pause again and have students answer the questions asked.

**Participate in Group Inquiry***Students will be able to*

- 3.1.3** contribute information and questions to assist in group understanding of a topic or task (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- contribute information and questions to assist in group understanding of a topic or task?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to contribute information and questions to assist in group understanding of a topic or task (see sample blackline master in Appendix E: Observation Checklist).

**Self-Assessment Rating Scale**

Use the rating scale to evaluate how well students are able to contribute information and questions to assist in group understanding of a topic or task (see sample blackline master in Appendix E: Self-assessment Rating Scale).

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- Resource charts

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

**Create and Follow a Plan**

*Students will be able to*

**3.1.4** recall and follow directions for accessing and gathering information

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Library Field Trip**

Students participate in a visit to the school library and become familiar or aware of Ukrainian section in the library. Have the librarian explain various strategies for finding information in the library.

**Extension:** Ask students to repeat directions or act as teacher/librarian and give directions to other students.

**Resource Chart**

Students recall the steps and directions for gathering information. They fill out a resource chart when they do their research. Model how to complete the chart before students begin.

Джерела інформації					
Тема дослідження: _____					
Запитання (приклад): Де живуть пінгвіни?		Що їдять пінгвіни?		Чому немає пінгвінів у зоопарку?	
Де я знайшов/ла інформацію	Що я навчився/лася	Де я знайшов/ла інформацію	Що я навчився/лася	Де я знайшов/ла інформацію	Що я навчився/лася

**Create and Follow a Plan***Students will be able to***3.1.4** recall and follow directions for accessing and gathering information *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recall and follow directions for accessing and gathering information?

 **Observation Checklist**

Use the checklist to assess whether students are able to recall and follow directions for accessing and gathering information (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to recall and follow directions for accessing and gathering information (see sample blackline master in Appendix E: Self-assessment Rating Scale).

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- Resource chart

General Outcome

3

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

3.2 Select and Process

GRADE

2

Specific Outcome

**Identify Personal and Peer Knowledge**

*Students will be able to*

**3.2.1** participate in group discussion to generate information on a topic, and identify sources of additional information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Brainstorming**

Students brainstorm their personal knowledge about a topic and share their topic-related ideas and experiences. Record students' ideas on a chart.

**Response Discussion**

After a school or community event, students have a class discussion related to the event. Record key ideas on a chart. After the discussion, cut up the key ideas and distribute them to small groups. The groups each make a poster illustrating the key ideas.

**Sharing Circle**

Students participate in a sharing circle. They hold a special Ukrainian artifact to signify their turn to speak.

**Identify Personal and Peer Knowledge***Students will be able to*

- 3.2.1** participate in group discussion to generate information on a topic, and identify sources of additional information (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in group discussion to generate information on a topic, and identify sources of additional information?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in group discussion to generate information on a topic, and identify sources of additional information (see sample blackline master in Appendix E: Observation Checklist).

**Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to participate in group discussion to generate information on a topic, and identify sources of additional information. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 2: На допомогу вчителю. Матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.

General Outcome

3

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

**3.2** Select and Process

GRADE

**2**

Specific Outcome

**Identify Sources**

*Students will be able to*

**3.2.2** answer questions, using oral, visual, and print information sources.

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Interviews**

Students interview family, community or peer members. Model appropriate question and answer procedures. The interviews can be audiotaped or videotaped and shared with the class.

**Extension:** Invite guest presenters and artists to share oral traditions and answer students' questions.

**Identify Sources***Students will be able to***3.2.2** answer questions, using oral, visual, and print information sources (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- answer questions, using oral, visual, and print information sources?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to answer questions, using oral, visual, and print information sources (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

Conference with students about the sources they used to answer their inquiry or research questions. Encourage students to use a variety of sources. Conference with students individually during each step of the inquiry process.

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to answer questions, using oral, visual, and print information sources. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Мовна діяльність. Вправи для серії читанок Тут і там. Класи 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Географія для допитливих. Ілюстрований, захоплюючий атлас світу.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2000.
- Ukrainian newspapers
- Ukrainian guest speakers and artists

General Outcome

3

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

3.2 Select and Process

GRADE

2

Specific Outcome

**Evaluate Sources**

*Students will be able to*

**3.2.3** compare gathered ideas and information with personal knowledge

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Interviews**

Help students create interview questions and conduct interviews. Answers could be typed, written or audiotaped. Students share in groups to see if all questions were answered and reflect on the information based on their own personal knowledge of the topic.

**Pair Reflection**

Students record information on sticky notes or index cards. They reread and categorize the information. Model how to arrange the cards, using various organizational patterns. In pairs, students reflect on the information based on their own personal knowledge of the topic.

**Inside-Outside Circles**

Students sit in two concentric circles. The outside circle poses questions based on information found on the topic while the inner circle volunteers to respond.

**Evaluate Sources***Students will be able to***3.2.3** compare gathered ideas and information with personal knowledge (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- compare gathered ideas and information with personal knowledge?

 **Conferences**

Talk with students about the inquiry or research questions they have asked and answered. Coach students to evaluate their answers and consider aspects of a topic that they need to think about. Guide students to search for answers to their questions in appropriate sources.

 **Self-Assessment Checklist**

Have students reflect on how they used information to answer inquiry or research questions. Students complete a self-assessment checklist. For example,

<b>Дослідження: самоперевірка</b>	
Відповіді на запитання	
Ім'я: _____	Дата: _____
Тема: _____	
1.	Моє запитання було таким: _____
2.	Моя відповідь була такою: _____
3.	Я відповів/ла на запитання (обведи одне)
	☺      ☹
4.	Я знайшов/шла інформацію (обведи одне)
	☺      ☹
5.	Мені ще потрібно дізнатися _____

**SAMPLE RESOURCES**

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.

General Outcome

3

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

3.2 Select and Process

GRADE

2

Specific Outcome

**Access Information**

*Students will be able to*

**3.2.4** use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Exploring Sections of the Library**

Students go to relevant sections of the library (e.g., the nonfiction and magazine sections), to find information on butterflies and moths.

**Alphabetical Order**

Students use personal dictionaries on a daily basis. They make divider pages for each letter section to strengthen ABC skills for effective use of the library.

**Parts of a Text**

Identify a table of contents, guide word headings, labels, diagrams, captions. Design a treasure hunt for students to locate the information.

**Extension:** Students each create their own table of contents. Help students by highlighting key words and developing topic headings that appear in their tables of contents.

**Access Information***Students will be able to*

- 3.2.4** use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Conferences**

Conference with students about how they accessed information to locate information. Have conferences during work in progress to coach students on how to find a variety of information sources.

**SAMPLE RESOURCES**

- *Географія для допитливих. Ілюстрований, захоплюючий атлас світу.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2000.

General Outcome

3

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

3.2 Select and Process

GRADE

2

Specific Outcome

**Make Sense of Information**

*Students will be able to*

**3.2.5** make connections between prior knowledge, ideas, and information, and oral, visual, and print text features

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Key Terms**

Present a variety of words or key terms from textual material that students will be reading, hearing, or viewing. Have students examine the words and make connections to their prior knowledge.

**Caption Match**

Provide a set of pictures with or without corresponding captions. Students match captions with pictures or create new captions and talk about new connections.

**Make Sense of Information***Students will be able to*

- 3.2.5** make connections between prior knowledge, ideas, and information, and oral, visual, and print text features (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- make connections between prior knowledge, ideas, and information, and oral, visual, and print text features?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to make connections between prior knowledge, ideas, and information, and oral, visual, and print text features. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to make connections between prior knowledge, ideas, and information, and oral, visual, and print text features (see sample blackline master in Appendix E: Observation Checklist).

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to make connections between prior knowledge, ideas, and information, and oral, visual, and print text features (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Зошит для письма. 2 клас.* Жуківська О. Львів: Світ, 2000.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Нова 2: Діалоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Логіка.* Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

**3.3** Organize,  
Record and  
Assess

**Organize Information**

*Students will be able to*

**3.3.1** categorize related information and ideas, using a variety of strategies

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Floor Charts**

Discuss with students how to create a floor chart on a topic. For example,

<b>ВЕДМЕДІ</b>	
Що ведмеді роблять?	Що ведмеді їдять?
Сплять взимку.	Їдять ягоди.
Сплять у лігві.	
Ведмежата	Вороги ведмедів
Вилазять на дерево для безпеки.	Люди полюють на ведмедів.
Народжуються без шерсті.	

**Story Chains**

After reading a story, students discuss information from the story. Write information or steps on strips of paper. Students put the strips in order and construct a chain.

**Four Squares**

Students each divide a piece of paper into four squares and draw four items to depict four categories of a topic. They then provide sentences to describe the information.

**Organize Information***Students will be able to***3.3.1** categorize related information and ideas, using a variety of strategies (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- categorize related information and ideas, using a variety of strategies?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to categorize related information and ideas, using a variety of strategies (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Portfolios**

Help students choose work samples that show how they have attempted to identify and categorize information according to similarities, differences and sequences. Include dated samples over a period of time to monitor progress.

**SAMPLE RESOURCES**

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 2: На допомогу вчителю. Матеріали для планування занять*. Едмонтон: Міністерство освіти Альберти, 1995.

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

**3.3** Organize,  
Record and  
Assess

**Record Information**

*Students will be able to*

**3.3.2** record key facts and ideas with teacher's support, and identify titles and writers of sources

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Recording Information**

After viewing a video, visiting a website, or reading a story about children in Ukraine, students record information in a chart. For example,

Дім	Родини	Ігри	Школа

**Аркуш запису фактів**

Ім'я: \_\_\_\_\_

Назва: \_\_\_\_\_ Автор/адреса веб-сайту: \_\_\_\_\_

Це те, про що я дізнався/лася:

Це те, про що я завжди буду пам'ятати:

**Extension:** Students use theme-related, shaped books to record key information, ideas, and reflections.

**Record Information***Students will be able to***3.3.2** record key facts and ideas in own words, and identify titles and writers of sources *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- record key facts and ideas in own words, and identify titles and writers of sources?

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to record key facts and ideas in own words, and identify titles and writers of sources. Offer feedback, encouragement, and praise as needed.

 **Portfolios**

Students choose work samples (e.g., maps or webs, to include in their portfolios). The samples should demonstrate how students represented key facts and ideas in their own words.

**SAMPLE RESOURCES**

- *Y mimku Kvitku* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.

General Outcome

3

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

**3.3** Organize,  
Record and  
Assess

GRADE

2

Specific  
Outcome

**Evaluate Information**

*Students will be able to*

**3.3.3** examine gathered information, with teacher guidance, to decide what to share or omit

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Poster or Diagram**

Groups of students create posters or diagrams to illustrate what they have learned on a topic, what information to represent or omit. They decide what information is best represented visually and what information needs to be provided in print (e.g., labels, lists, headings).

**Evaluate Information***Students will be able to*

- 3.3.3** examine gathered information, with teacher guidance, to decide what to share or omit (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- examine gathered information, with teacher guidance, to decide what to share or omit?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to examine gathered information, with teacher guidance, to decide what to share or omit (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to examine gathered information, with teacher guidance, to decide what to share or omit (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- Information cards

General Outcome

3

*Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.*

**3.3** Organize,  
Record and  
Assess

GRADE

2

Specific  
Outcome

**Develop New Understanding**

*Students will be able to*

**3.3.4** recall, discuss, and record information-gathering experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Flowchart**

Create a graphic flowchart to help students recall, record and represent the highlights of information-gathering experiences in a mural. This mural is posted in the classroom. Students can talk about the steps represented in the flowchart.

**Sharing Circle**

Students sit in a circle and with assistance and guidance orally reflect on the most interesting and important things they learned about their inquiry or research experience.

**Project Reflection**

With the teacher students fill out project reflection forms. For example,

<b>Мій проєкт</b>
Ім'я: _____ Дата: _____
Назва проєкту: _____
_____
_____
_____
Моя улюблена частина була: _____
_____
_____
_____

**Develop New Understanding***Students will be able to***3.3.4** recall, discuss, and record information-gathering experiences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recall, discuss, and record information-gathering experiences?

 **Peer-Assessment Checklist**

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine whether their peers are able to recall, discuss, and record information-gathering experiences (see sample blackline master in Appendix E: Peer-assessment Checklist).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to recall, discuss, and record information-gathering experiences. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- Project reflection forms

General Outcome

4

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

4.1 Generate and Focus

GRADE

2

Specific Outcome

**Generate Ideas**

*Students will be able to*

**4.1.1** generate and contribute ideas on particular topics for oral, print, and visual texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Group Collages**

Groups of students look at magazine pictures and graphics, then work together to create a collage of their interests to present to their classmates.

**Riddles**

Working with a partner, students create simple Ukrainian riddles (загадки) to present to their classmates.

**Theme Brainstorming**

Students generate ideas for a new theme (e.g., зимовий одяг — шалик, рукавиці). They try to tell as many ideas as possible about that topic in a short time. When the time is up, students review the vocabulary and decide which terms to use to generate a class mural or other type of visual presentation.

**Generate Ideas***Students will be able to*

- 4.1.1** generate and contribute ideas on particular topics for oral, print, and visual texts  
*(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- generate and contribute ideas on particular topics for oral, print, and visual texts?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to generate and contribute ideas on particular topics for oral, print, and visual texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Self-Assessment Rating Scale**

Students complete a self-assessment rating scale to show how they shared ideas. For example,

Ділимося думками	
Ім'я: _____	Дата: _____
1. Я ділився/лася думками.	☺ ☹ ☹
2. Я слухав/ла інших.	☺ ☹ ☹
3. Я чув/ла нові думки.	☺ ☹ ☹
4. Я довідався/лася...	
_____	
_____	
_____	

## SAMPLE RESOURCES

- *Нова 2: На допомогу вчителю. Матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996:  
– Щоденні мовні вправи—Загадки.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Сонечко: Абетка. Лічилки. Вірші. Загадки. Ребуси. Скоромовки.* Бойко Г. та інші. Донецьк: Сталкер, 2002.
- Magazines

General Outcome

4

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

4.1 Generate and Focus

GRADE

2

Specific Outcome

**Choose Forms**

*Students will be able to*

**4.1.2** share ideas and experiences, using various text forms for particular audiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Animal Paragraph**

Provide students with a series of animal pictures. Together, they brainstorm vocabulary used in describing animals (e.g., хутро, роги, ікла, шерсть, кігті, хвіст, лапи, морда). As a class then create a short paragraph describing animals.

**Photo Essays**

Students prepare and present to the class a photo essay of themselves and their families, using simple words and phrases.

**Hobby Texts**

Students create comic strips, songs, or poems about their favourite hobbies and present them to the class.

**Story Artifacts**

Students collect items, artifacts, and figures to assist them in telling a story. They tie the items onto a string in the order that they occur in the story.

**Choose Forms***Students will be able to*

- 4.1.2** share ideas and experiences, using various text forms for particular audiences  
*(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- share ideas and experiences, using various text forms for particular audiences?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to share ideas and experiences, using various text forms for particular audiences (see sample blackline master in Appendix E: Observation Checklist).

 **Portfolios**

Assist students in selecting samples of different forms of writing and sharing ideas and experiences for particular audiences. Students can include personal comments along with each sample.

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to share ideas and experiences, using various text forms for particular audiences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

## SAMPLE RESOURCES

- *Мій перший словник*. Palijiw, K. Toronto, ON: Ukrainian Teacher's Association of Canada, 1975.
- *Мово рідна, слово рідне!* Чумак Я. (ред). Торонто: Українська книжка, 1986.
- Pictures of animals

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

**Organize Ideas**

*Students will be able to*

**4.1.3** organize visuals and print to express ideas and tell stories

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Dialogue Match**

Using the *Nova 2* dialogues, students match text to corresponding pictures.

**Extension:** Students create picture stories or storyboards by correctly matching words or phrases with pictures or illustrations.

**Daily Routines**

Students along with the teacher write about their day, using simple words and phrases and including information about morning, afternoon, and evening activities.

**Beginning, Middle, and End of a Story**

Read narrative stories aloud to students and work together to create representations of the beginning, middle and end of the story. Consider the following questions:

- Beginning: Who was in the story? Where did it take place? When did it take place?  
 Middle: What is the main problem? How was it solved? What were the main events?  
 End: What happened to the characters? How did the characters feel about it?

**Beginning, Middle, and End of an Expository Text**

Read expository text aloud to students and work together to create representations of the beginning, middle and end of the text. Consider the following questions:

- Beginning: What ideas or information were presented first?  
 Middle: What ideas or information came next? What details or facts were added? What order did the ideas follow?  
 End: How were the ideas and information summed up? What is most important to remember?

**Organize Ideas***Students will be able to***4.1.3** organize visuals and print to express ideas and tell stories (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- organize visuals and print to express ideas and tell stories?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to organize visuals and print to express ideas and tell stories (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to organize visuals and print to express ideas and tell stories (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.

General Outcome

4

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

**4.2** Enhance and Improve

GRADE

**2**

Specific Outcome

**Appraise Own and Others' Work**

*Students will be able to*

**4.2.1** talk about own creations and those of others, using common expressions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Sharing Circle**

Provide opportunities for students to gain confidence in sharing their own stories and creations with peers in a sharing circle. Students learn to take turns, listen actively and respond to their own and others' work.

**Author's Chair**

Designate a special chair in the classroom as the author's chair for students to use in sharing books they have read or written. When they share, they give the author's name. Students who want to comment raise their hands and the author chooses someone.

**Sharing Work**

Students share their writing with other classmates or larger audiences in the school by placing their books in the library, or through presentations, letters and correspondence. Before sharing the work, students do a short presentation summarizing it.

**Appraise Own and Others' Work***Students will be able to*

- 4.2.1**
- talk about own creations and those of others, using common expressions
- 
- (continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- talk about own creations and those of others, using common expressions?

 **Self-Assessment Checklist**

Encourage students to reflect on their work in progress.

**SAMPLE RESOURCES**

- Sentence starters

General Outcome

4

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

4.2 Enhance and Improve

GRADE

2

Specific Outcome

**Revise Content**

*Students will be able to*

**4.2.2** ask basic questions to clarify ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Common Questions**

Invite students to help create a list of common questions. Post the list in the classroom for student reference.

**Story Questions**

Read a story aloud. Using the W5 strategy teacher asks questions and refers to illustrations to ask the questions: Де? Коли? Чому? Що? Як?

**Revise Content***Students will be able to***4.2.2** ask basic questions to clarify ideas (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- ask basic questions to clarify ideas?

 **Observation Checklist**

Use the checklist to assess whether students are able to ask basic questions to clarify ideas (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

**Enhance Legibility**

*Students will be able to*

**4.2.3** strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Final Product Checklist**

When writing a good copy, students follow a checklist that demonstrates correct letter formation.

For example,

- Am I holding the pencil properly?
- Are my letters the same size and shape?
- Is there correct spacing between letters and words?
- Does my printing start at the left side of the paper then go all the way across to the right?
- Are my letters sitting correctly on the lines?

**Enhance Legibility***Students will be able to***4.2.3** strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text?

 **Conferences**

Conference with students, using work samples, and discuss and celebrate improvements in printing. Provide feedback and individualized instruction where needed.

 **Portfolios**

Students choose samples of their best printing for their portfolios. They should tell why the selected piece represented their best work. Samples are dated to show progress over time.

**SAMPLE RESOURCES**

- *Прописи. Навчальний посібник для 1 класу в трьох частинах. Частина 2.* Тимченко Л. І., Александрова Е. І. Харків: Логос, 2000.
- *Навчи мене писати! Зошит номер 1 з підготовки руки до письма.* Пензлик М. Тернопіль: Мандрівець, 2000.
- *Абетка.* Завальська, Н. Симферополь: АВДІ, 2000.
- *Букварик для малят.* Зеленська А. М. (упор.). Київ: Кобза, 2001.

General Outcome

4

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

4.2 Enhance and Improve

GRADE

2

Specific Outcome

**Enhance Artistry**

*Students will be able to*

4.2.4 experiment with words and sentence patterns, with support

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Pocket Chart**

Students rebuild a familiar text in a pocket chart, using word cards.

**Mimicking Text Patterns**

Read aloud a non-fiction text. After the reading, students tell which words or phrases they liked and record these words or phrases. They then use these words and phrases to create their own nonfiction texts based on the same pattern.

**Mimicking Story Patterns**

After rereading a patterned story book, students create their own stories, using the pattern but inserting their own words (e.g., Once upon a time there were three little \_\_\_\_\_. They lived in a \_\_\_\_\_. One day they \_\_\_\_\_).

**Enhance Artistry***Students will be able to***4.2.4** experiment with words and sentence patterns, with support (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- experiment with words and sentence patterns, with support?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to experiment with words and sentence patterns, with support. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Portfolios**

With teacher input, students choose work samples that reflect experimentation with word choice and sentence patterns. They highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to students' work samples. Include self-reflections with the samples. For example,

**Мої Цікаві Слова й Речення**

Ім'я: \_\_\_\_\_ Дата: \_\_\_\_\_

Я вживав/ла цікаві слова й речення.

Я вибрав/ла їх тому, що \_\_\_\_\_

**SAMPLE RESOURCES**

- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вірші її ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

**Enhance Presentation**

*Students will be able to*

**4.2.5** combine illustrations and simple print texts to express ideas, feelings, and information

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Experimenting with Illustration**

When creating their own books, students each choose an illustration style (e.g., pop-up pictures, holes in the pages, comic book, modeling clay pictures, or materials of different textures). For example, students create books on wind in which they put an adjective or adverb related to the topic on each page and then illustrate.

**Extension:** Students can create class books. Each student contributes one page with an illustration and sentences about a topic or class activity.

**Find Illustrations**

Have students find illustrations and photographs to create a text. For example,

- students find pictures of different animals on the Internet, print them, make booklets and label each picture
- supply a variety of pictures from magazines and flyers and have students write captions or phrases to go with them.

**Enhance Presentation***Students will be able to***4.2.5** combine illustrations and simple print texts to express ideas, feelings, and information (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- combine illustrations and simple print texts to express ideas, feelings, and information?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to combine illustrations and simple print texts to express ideas, feelings, and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Conferences**

Confer with students about their illustrated texts and discuss how details in the pictures enhance the meaning of their written work. Also discuss how texts support their drawings.

 **Portfolios**

Have students select work samples that show how pictures and text work together to provide clear, detailed ideas and information. Students provide reasons for their choice of work samples. Reasons should be recorded, dated, and placed together with the work sample. Review samples to note progress over time.

**SAMPLE RESOURCES**

- *Нова 2: Розповіді для розвитку мови й понять. Книги 1–7.* Едмонтон: Міністерство освіти Альберти, 1992.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Magazines and flyers
- Internet

General Outcome

4

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

4.3 Attend to Conventions

GRADE

2

Specific Outcome

**Grammar and Usage**

*Students will be able to*

**4.3.1** check for complete sentences, and make sentences complete

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Fixing Broken Sentences**

Create sentences with missing or incorrect punctuation and grammar. With the teacher's guidance students edit the sentences and correct the errors.

**Completing Sentences**

Write a description of a person and show students the picture. Students fill in blanks and add missing information.

**Choral Reading for Punctuation**

Students participate in choral reading activities. Model pauses, full stops (periods), inflection, and intonation (questions). Students practise in small groups and perform reading punctuation for others.

**Mini-Lessons**

Use mini-lessons to teach appropriate use of capitalization and punctuation (e.g., periods and question marks). Mini-lessons should be based on the needs observed as students are composing.

**Grammar and Usage***Students will be able to***4.3.1** check for complete sentences, and make sentences complete (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- check for complete sentences, and make sentences complete?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to check for complete sentences, and make sentences complete (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to check for complete sentences, and make sentences complete (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Нова 2: Вірші й ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Збірник для дітей*. Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.
- *Дитячий куток. Children's Corner*. Mudryk-Mrys, N. Toronto, ON: Ukrainian Writers for Children and Youth, 1983.

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

**Spelling**

*Students will be able to*

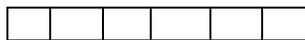
**4.3.2** spell familiar words, using basic strategies and resources

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Word Lists**

Students generate lists of words from classroom materials and environmental print on a particular letter pattern (e.g., initial consonants, vowel combinations, and word endings). They share and discuss the meaning of the words. Post these lists in the room.

**Spelling Boards**

Students use a personal spelling board with squares. For example,



a student slowly repeats the word *котик*,

placing a button in a square for each sound,



and then writes the word *котик* underneath.

**Spelling Pictures**

After drawing a picture (e.g., a bicycle), students identify and label the various parts of the bicycle (e.g., pedals, wheels, seat). They use their knowledge of sounds to help predict how to spell each word (e.g., pedal starts with the /p/ sound. That's a P.).

**Word Parts**

Help students identify word parts. They focus on structural patterns at the beginning, middle and end of a word and look for familiar and manageable parts or word families. Explain compound words and endings.

**Spelling***Students will be able to***4.3.2** spell familiar words, using basic strategies and resources (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- spell familiar words, using basic strategies and resources?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to spell familiar words, using basic strategies and resources (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Quizzes**

Analyze students' spelling quizzes to determine their patterns of misspellings and their effective use of spelling strategies. Discuss these observations with students during spelling conferences and involve students in determining patterns of misspellings.

 **Conferences**

Interview students to assess their knowledge about spelling processes and strategies. Consider asking questions, such as the following:

- Is spelling important and why?
- What do you do when you cannot spell a word?
- What helps you with your spelling?

**SAMPLE RESOURCES**

- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Personal spelling boards and buttons

General Outcome

4

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

4.3 Attend to Conventions

GRADE

2

Specific Outcome

**Capitalization and Punctuation**

*Students will be able to*

4.3.3 use basic writing conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Modeling**

Model capitalization and punctuation throughout the year when writing on the board and on charts, using a think-aloud approach.

**Student Editing**

Create sentences with missing or incorrect conventions on the board as part of the morning message. Students edit the sentences.

**Capitalization and Punctuation***Students will be able to***4.3.3** use basic writing conventions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use basic writing conventions?

 **Checklist**

Develop a checklist for assessing students' use of basic Ukrainian writing conventions. Does the student

- use capital letters for proper nouns and at the beginning of sentences in own writing?
- use periods and question marks appropriately as end punctuation in own writing?

 **Portfolios**

With student input, select samples of students' writing that show their skills in using capitalization and punctuation appropriately.

**SAMPLE RESOURCES**

- *Нова 2: На допомогу вчителю. Матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Зошит для письма учня 1 класу. Частина 1.* Чорна М. М., Грабар Д. І. Львів: Афіша, 2000.

General Outcome

4

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

4.4 Present and Share

GRADE

2

Specific Outcome

**Share Ideas and Information**

*Students will be able to*

**4.4.1** share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Favourite Activities**

Students present short favourite activities. Classmates ask basic questions about each activity and students answer.

**My Family**

Students answer questions posed to them by their classmates about their families and family activities.

**Show and Tell**

Invite students to bring personal items to share in class as part of a daily show and tell. Classmates pose questions about the items shared.

**Extension:** Students participate in a sharing circle with their classmates.

**Share Ideas and Information***Students will be able to***4.4.1** share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions?

 **Checklist**

Use a checklist to record students' behaviours as they share ideas and information. For example,

Таблиця перевірки			
Ім'я:	Дата	Дата	Дата
Чи учень/учениця, роблячи презентацію:			
- говорить чітко?			
- вживає повні речення?			
- дотримується теми?			
- говорить швидко й рідко вагається?			
- достатньо реагує на запитання аудиторії?			
Чи учень/учениця, слухаючи презентацію:			
- слухає уважно?			
- ставить запитання або коментує?			
- не перебиває інших, говорить по черзі			
- надає позитивний відгук?			

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: На допомогу вчителю. Матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 2: Вправи для розвитку української мови до діалогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.

General Outcome

4

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

4.4 Present and Share

GRADE

2

Specific Outcome

**Effective Oral and Visual Communication**

*Students will be able to*

**4.4.2** present information and ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Email/Pen Pals**

After reading an email message or a postcard from a pen pal in a different school or town/city, the student responds with facts about life in his or her school or town/city.

**Group Spokesperson**

After a cooperative group task, a student presents her or his group's findings.

**Effective Oral and Visual Communication***Students will be able to***4.4.2** present information and ideas (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– present information and ideas?

 **Self-Assessment Checklist**

With the teacher reading the criteria, students complete a self-assessment checklist. For example,

<b>Самоперевірка промовця</b>	
Ім'я: _____	Дата: _____
Зазнач справедливі твердження:	
<input type="checkbox"/>	Я показував/ла те, про що я розповідав/ла
<input type="checkbox"/>	Я дивився/лася на аудиторію/однокласників, коли я говорив/ла.
<input type="checkbox"/>	Я говорив/ла чітко й повільно.
<input type="checkbox"/>	Я говорив/ла досить голосно.
<input type="checkbox"/>	Під час промови я використовував/ла _____ (книжку, малюнок, фото, інший виріб)
<input type="checkbox"/>	Я охарактеризував/ла свою тему.
<input type="checkbox"/>	Я говорив/ла про те, що мені найбільше подобається.
<input type="checkbox"/>	Я запрошував/ла аудиторію ставити мені запитання.
<input type="checkbox"/>	Я відповів/ла на запитання.

 **Conferences**

Audio or videotape students' presentations and use them for individual conferences. Point out what students did well and make suggestions about what aspects they could improve on in their future oral presentations.

**SAMPLE RESOURCES**

- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Pen pals in another school or town/city

General Outcome

4

*Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.*

4.4 Present and Share

GRADE

2

Specific Outcome

### Attentive Listening and Viewing

*Students will be able to*

4.4.3 demonstrate attentive audience behaviours

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Presenting Dialogues

Students participate in *Nova 2* dialogues and echo-acting routines. Groups of students dramatize a dialogue while others listen and view.

### Brainstorming Behaviours

Students brainstorm ideas for good audience behaviours. Put these ideas onto a wall chart for display. Consider including some of the following ideas:

Коли я слухаю	
	Я дивлюся на промовця.
	Я розмахую руками.
	Я сиджу на одному місці.
	Я мовчу.
	Я думаю про запитання, які хочу поставити.

**Attentive Listening and Viewing***Students will be able to***4.4.3** demonstrate attentive audience behaviours (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- demonstrate attentive audience behaviours?

 **Self-Assessment Checklist**

Have students assess their audience behaviours, using a self-assessment checklist. For example,

<b>Як я ставлю запитання: самоперевірка</b>			
Ім'я: _____		Дата: _____	
Коли я ставлю запитання, я	Ще ні	Інколи	Завжди
– чекаю своєї черги			
– підношу руку			
– вживаю питальні слова: хто?, що?, де?, коли?, чому?, як?			
– слухаю запитання, які ставлять інші			
– намагаюся ставити розумні запитання			

**SAMPLE RESOURCES**

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Діалоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.

*Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.*

**Share and Compare Responses**

*Students will be able to*

**5.1.1** tell, draw, and write about self, family, and community

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Family Dialogues**

Students learn the *Nova 2* echo-acting routine *Які мої брати і сестри*. They use the vocabulary from the routine to describe their own families.

**Family History**

Using a world map, students locate and label where their grandparents, parents and other relatives are from. They make a border around the map with photographs or drawings of themselves and connect the pictures to the map with yarn and pins. Students may ask questions of each other. For example,

- Звідки походить твоя родина?
- Чому ви залишили те місце?
- Що ти пам’ятаєш про те місце?

Students discuss family experiences. Ask them to think about special memories or things they would take with them if they were to leave their homes and communities now. This can be discussed in groups.

**Extension:** Have students conduct oral interviews with family members.

**“We” Posters**

Students create “We” posters to help build a sense of classroom community by spotlighting similarities and establishing shared interests and abilities among students. They brainstorm to discover shared interests and abilities and record all suggestions. With partners or in small groups, they choose a topic of interest and make a poster to advertise the interest. The posters are displayed around the classroom. Students are given time to sign the posters that reflect their own interests.

**Share and Compare Responses***Students will be able to***5.1.1** tell, draw, and write about self, family, and community (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– tell, draw, and write about self, family, and community?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to tell, draw, and write about self, family, and community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Portfolios**

Students collect work samples that may include their drawings, writings, and recorded talks, selected to show development over time. Have students explain their personal choices for their portfolios.

**SAMPLE RESOURCES**

- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 1: Які мої брати й сестри».
- World map

*Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.*

**5.1** Develop and Celebrate Community

**Relate Texts to Culture**

*Students will be able to*

**5.1.2** explore similarities among stories from oral, print, visual, and multimedia texts from different communities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Folk Tales and Fairy Tales**

Students listen to several folk tales or fairy tales from various communities on a common theme and then complete a class chart to compare various aspects. For example,

- use graphic organizers such as Venn diagrams
- make charts detailing similarities and differences
- complete a fairy tale or folk tale chart listing the similar components found in most fairy tales. Students read several and fill in the chart together as the stories are read (e.g., *Пан Коцький, Лисичка та журавель, Півник і двоє мишенят.*)

Назва	Персонаж	Особливі фрази (Жили-були ...)	Урок

**Sketched Responses**

Students sketch their responses to a text they have listened to or read from another culture. They share their sketches with a partner and discuss how the story is similar to stories from their own culture.

**Relate Texts to Culture***Students will be able to*

- 5.1.2** explore similarities among stories from oral, print, visual, and multimedia texts from different communities (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- explore similarities among stories from oral, print, visual, and multimedia texts from different communities?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explore similarities among stories from oral, print, visual, and multimedia texts from different communities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explore similarities among stories from oral, print, visual, and multimedia texts from different communities (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Інуїти», с. 137–178.
- *Пан Коцький.* Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1997.
- *Лисичка та журавель.* Коваль О. Київ: Альтернативи, 1997.
- *Півник і двоє мишенят.* Коваль О. Київ: Альтернативи, 1997.
- A collection of stories from different cultures
- Graphic organizers (e.g., Venn diagrams, compare/contrast charts [see sample blackline masters in Appendix D])

General Outcome

5

*Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.*

**5.1** Develop and Celebrate Community

GRADE

**2**

Specific Outcome

**Appreciate Diversity**

*Students will be able to*

**5.1.3** connect aspects of stories and characters to personal feelings and experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Role-Play Interviews**

Students portray characters in stories they have heard, read or viewed. Other students interview the characters, using interview questions developed with the class.

**Response Journal**

After reading, listening and brainstorming about a story, students respond in their journals by writing and illustrating about the memories, feelings, and personal experiences the story evoked.

**Appreciate Diversity***Students will be able to*

- 5.1.3** connect aspects of stories and characters to personal feelings and experiences  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- connect aspects of stories and characters to personal feelings and experiences?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to connect aspects of stories and characters to personal feelings and experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to connect aspects of stories and characters to personal feelings and experiences (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 3: Наші почуття».
- *Нова 1: Моя книга до читання й розмальовування 4*. Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Я боюся», с. 45–54.

*Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.*

**Celebrate Special Occasions**

*Students will be able to*

**5.1.4** participate in shared language experiences to celebrate individual and class achievements and cultural events

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Ukrainian Easter**

While studying Ukrainian Easter traditions, students learn an Easter spring dance (*hayivky*). They perform this dance in school.

**Food Fair Menus**

During a food fair, students prepare Ukrainian menus with illustrations to be posted on the wall.

**Class Quilt**

Students create quilt squares by drawing or painting pictures on paper or fabric and adding text about qualities they feel are important parts of themselves. Then they patch the pieces together to make a complete picture of the class that celebrates all students.

**Student Bulletin Board**

Designate a student bulletin board for acknowledging special peer contributions. Students suggest statements like the following, and the teacher then posts them on the bulletin board.

Зразки записів на “Стенді Відзнаки”	
Дата: _____	_____ Допоміг/ла групі, коли _____
Підпис: _____	
Дата: _____	Мені подобалося, коли (сподобалося, що) _____
Підпис: _____	
Дата: _____	Я мав/ла велике задоволення, коли _____
Підпис: _____	

**Celebrate Special Occasions***Students will be able to*

- 5.1.4** participate in shared language experiences to celebrate individual and class achievements and cultural events (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in shared language experiences to celebrate individual and class achievements and cultural events?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in shared language experiences to celebrate individual and class achievements and cultural events. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Conferences**

Discuss students' favourite shared cultural experiences in groups. Encourage students to talk about other types of language experiences they could participate in to celebrate cultural events.

**SAMPLE RESOURCES**

- *Нова 2: Настільні ігри*. Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Діялог 5: Святий Миколай».
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 5: Ми були чемні».
- *Свята срібної зими*. Волосевич О. Львів: Аверс, 1998.
- *Буквар*. Луцик Д. В., Проць М.М., Савшак С. Львів: Світ, 2001.
- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *Дівочий хор Веснівка. Nahilky and Spring Ritual Songs* (audiocassette). Montreal, QC: Yevshan Communications, Inc.

General Outcome

5

*Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.*

**5.2** Encourage,  
Support and  
Work with  
Others

GRADE

2

Specific  
Outcome

**Cooperate with Others**

*Students will be able to*

**5.2.1** cooperate in small groups

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Group Sentence Building**

Students work in groups to create sentences, using vocabulary learned in class.

**Role-Play**

Students work in small groups to create and present a restaurant dialogue.

**Group Roles**

Students take on roles within the classroom to demonstrate various skills needed for cooperative group structures. Group roles could include observer, summarizer, recorder, organizer, and timekeeper.

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student

– cooperate in small groups?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to cooperate in small groups (see sample blackline master in Appendix E: Observation Checklist).

*(continued)*



General Outcome

5

*Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.*

**5.2** Encourage,  
Support and  
Work with  
Others

GRADE

2

Specific  
Outcome

**Work in Groups**

*Students will be able to*

**5.2.2** contribute related ideas and information in whole-class and small-group activities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Brainstorming**

Invite students to contribute ideas and vocabulary on a theme in a brainstorming session (e.g., studying a social studies theme such as *піонери*). Students provide ideas on “*Як колись жили піонери.*” Direct and prompt the responses when necessary.

**Group KWL Charts**

As a large class, students complete a KWL chart. Students can use visuals for concepts they cannot scribe and the teacher can provide assistance.

**Work in Groups***Students will be able to***5.2.2** contribute related ideas and information in whole-class and small-group activities (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- contribute related ideas and information in whole-class and small-group activities?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to contribute related ideas and information in whole-class and small-group activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to contribute related ideas and information in whole-class and small-group activities (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- KWL charts (see sample blackline master in Appendix D)

*Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.*

**5.2** Encourage,  
Support and  
Work with  
Others

**Use Language to Show Respect**

*Students will be able to*

**5.2.3** adjust own language use for different situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Practise Dialogues**

Students practise a dialogue with one another, using the *ти* form. Then they act out the same dialogue, pretending they are talking to the principal, a store clerk or a friend's parent. Note the changes on the board.

**Extension:** Students practise dialogues of the following situations:

- speaking with familiar adults
- speaking with visitors
- making introductions of new friends
- eating dinner at a friend's house

**Role-Plays**

Provide opportunities for students to role-play situations that involve showing consideration and adjusting language to fit a variety of contexts. Students role-play to demonstrate acceptable language use when

- speaking with familiar adults
- speaking with visitors
- making introductions of new friends
- asking permission at the office
- solving disputes or problems on the playground
- using the telephone to leave a message
- working in groups with younger students
- eating dinner at a friend's house

**Use Language to Show Respect***Students will be able to***5.2.3** adjust own language use for different situations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- adjust own language use for different situations?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to adjust own language use for different situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Learning Logs**

Students complete a self-reflection, using sentence starters. For example,

- I encouraged (name) \_\_\_\_\_ by saying \_\_\_\_\_.
- I helped (name) \_\_\_\_\_ by saying \_\_\_\_\_.
- (name) \_\_\_\_\_ encouraged me by saying \_\_\_\_\_.

**SAMPLE RESOURCES**

- *Нова 2: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.

*Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.*

**5.2** Encourage,  
Support and  
Work with  
Others

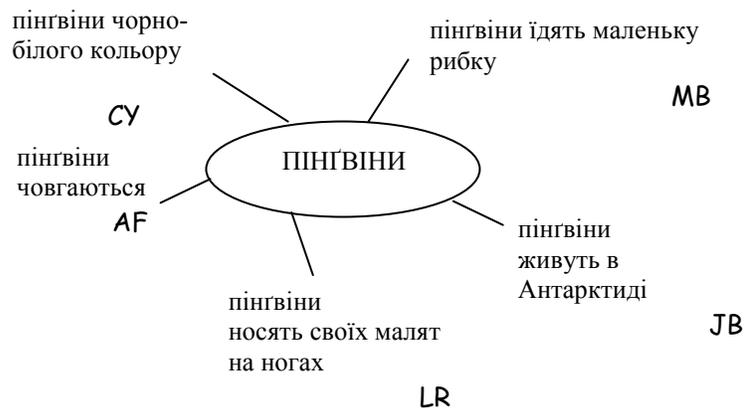
**Evaluate Group Process**

*Students will be able to*

**5.2.4** acknowledge the achievements of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Group Contributions**

Students contribute ideas to a group web. The teacher puts the students' initials by their ideas.

**Things We Do Well**

Students create a “Things We Do Well” chart with photographs, drawings or models accompanied by explanatory sentences. For example,

- Ми допомогли один одному/одна одній, коли \_\_\_\_\_.
- \_\_\_\_\_ (ім'я) допоміг/допомогла мені \_\_\_\_\_.
- Ми робимо \_\_\_\_\_ разом.

**Achievement Vocabulary**

Students are taught vocabulary that allows them to acknowledge the achievements of others. The class brainstorms and creates a language ladder. For example,

- Молодець! Ти це добре зробив/ла.
- Це мені допомогло. Дякую за допомогу.
- Чи тобі допомогти? Треба співпрацювати.
- Я дякую тобі за допомогу.
- Я поясню. Поясни, будь ласка.

**Evaluate Group Process***Students will be able to***5.2.4** acknowledge the achievements of others (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- acknowledge the achievements of others?

 **Peer-Assessment Checklist**

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine whether their peers are able to acknowledge the achievements of others (see sample blackline master in Appendix E: Peer-Assessment Checklist).

 **Learning Logs**

Have students respond to the achievements of others by completing prompts. For example,

- \_\_\_\_\_ really helped me when he/she \_\_\_\_\_.
- \_\_\_\_\_ is really good at \_\_\_\_\_.
- \_\_\_\_\_ made a really great \_\_\_\_\_, which I liked because \_\_\_\_\_.

**SAMPLE RESOURCES**

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- “Things We Do Well” chart

*Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Sound–Symbol System**

*Students will be able to*

**6.1.1** use, orally and in writing, the Ukrainian alphabet—consonants and vowels

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Syllable Ordering**

Present the syllables of a word out of order. Students identify and correct the syllabic construction of the word.

**Alphabet Alliteration**

Students create silly alliteration sentences for a letter of the alphabet. These can be compiled and made into a book. Also, each student can contribute one or two sentences that can be recreated on the computer and formed into a class project. This can be posted on the school Web site and shared by others.

**Personal Dictionaries**

Have students maintain personal dictionaries featuring each letter of the alphabet.

**Word Scrambles**

When presented with scrambled words being studied in class, students unscramble the words and share their answers with a friend.

**Sound–Symbol System***Students will be able to*

- 6.1.1** use, orally and in writing, the Ukrainian alphabet—consonants and vowels  
(continued)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use, orally and in writing, the Ukrainian alphabet—consonants and vowels?

 **Portfolios**

Collect samples that demonstrate students' use of written form. Use these samples to observe their progression of sound and symbol usage and skills. Also look for transference of words from students' formal spelling program to their daily work.

 **Quizzes**

Use students' quiz results to observe patterns in errors to guide their instruction.

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use, orally and in writing, the Ukrainian alphabet—consonants and vowels. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE RESOURCES

- *Абетка*. Завальська Н. Симферополь: АВДІ, 2000.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Класи 2–8*. Regina, SK: Saskatchewan Education, 1992.
- *Нова 2: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Сонечко: Абетка. Лічилки. Вірші. Загадки. Ребуси. Скоромовки*. Бойко Г. та інші. Донецьк: Сталкер, 2002.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Танцюють букви і числа*. Wedmedyk-Кар, V., Bilash, L. Ohio: AlexSon Publishing, 1988.

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**Lexicon**

*Students will be able to*

**6.1.2** experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Adding to and Changing**

Have students add to and change existing text examples. For example,

- build on modelled sentences and functional phrases
- make changes to a familiar dialogue to produce a new dialogue
- use a familiar poem and make changes to key words (e.g., Іде, іде, дід).

**Using Learned Vocabulary or Phrases**

After the study of a theme, present students with an opportunity to use the vocabulary or phrases in a completely different context by involving them in different hands-on, realistic and/or constructive activities (e.g., dramatize, build, demonstrate, make, create a model, look at—something that they have not done in that theme).

**Cooperative Vocabulary Activities**

Buddy-up with another Grade 1 class that is studying a similar theme. Students participate in an activity, using the related vocabulary (e.g., students present a puppet play of a dialogue or text).

**Lexicon**

*Students will be able to*

- 6.1.2** experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment (see sample blackline master in Appendix E: Observation Checklist).

 **Rating Scale**

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

## SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- *Нова 2: Діалоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Збірник для дітей.* Danylovyh, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.

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### Grammatical Elements

*Students will be able to*

**6.1.3** use, in **modelled** situations, the following grammatical elements:

#### **Nouns**

- accusative singular animate (e.g., *Степана, учня*)
- genitive singular
- irregular plurals, including pluralia tantum, nominative (e.g., *двері, штани, окуляри, гроші, люди, діти*)

#### **Pronouns**

- personal genitive (e.g., *мене, тебе, їх*)
- demonstrative, possessive, interrogative
  - accusative singular inanimate and animate (e.g., *той/того, мою, яке, кого/що*)
  - genitive singular (e.g., *того, моєї, якого, кого/чого*)

#### **Adjectives**

- accusative singular animate (e.g., *доброго учня*)
- genitive singular (e.g., *нового зошита, цікавої книжки, гарного авта*)

#### **Verbs**

- future imperfective (e.g., *буду робити, будуть читати*)
- modal verbs (e.g., *хотіти, мусити, могли*)

#### **Expressions**

- date and year (e.g., *сьогодні третє вересня дві тисячі першого року*)
- time (e.g., *перша тридцять*)

#### **Numerals**

- 1–4 plus noun agreement (e.g., *дві книжки, три учні*)
- ordinals 1–12 (e.g., *перший, друга, дванадцять*)

use, in **structured** situations, the following grammatical elements:

#### **Nouns**

- accusative singular inanimate
- genitive singular following negation
- locative singular

#### **Pronouns**

- personal accusative
- demonstrative, possessive, interrogative nominative singular and plural

#### **Adjectives**

- accusative singular inanimate

*(continued)*

**Grammatical Elements***Students will be able to***6.1.3** use, in modelled and structured situations or independently and consistently, the specific grammatical elements (*continued*)**Grammatical Elements** (*continued*)*Students will be able to*use, in **structured** situations, the following grammatical elements:**Verbs**

- present
- present of common reflexives
- imperative

**Adverbs**

- of location/direction
- of time (e.g., *сьогодні, завтра, щодня*)

**Expressions**

- date
- interrogative (e.g., *коли*)
- of appeal

**Conjunctions**

- coordinating (e.g., *а, але, або, бо*)

use, **independently** and **consistently**, the following grammatical elements:**Nouns**

- all genders
- nominative singular and plural
- vocative

**Adjectives**

- noun–adjective agreement
- nominative singular and plural

**Adverbs**

- of location
- to express weather conditions

**Conjunctions**

- coordinating (e.g., *і, та*)

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**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** The grammatical elements listed are not intended to be taught in isolation but within the context of the activities presented throughout the guide.

**Simon Says Commands**

Introduce and post common action verbs in the imperative form. Play Simon Says with the class, having them react appropriately to the various imperative commands given. Have student volunteers take turns as Simon and encourage them to use the various posted verbs in their imperative commands.

**Memory Book**

Have students illustrate and label a memory book based on a recent class experience. Encourage students to use a variety of nouns of all genders in nominative singular and plural.

**Grammatical Elements***Students will be able to*

- 6.1.3** use, in modelled and structured situations or independently and consistently, the specific grammatical elements (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use, in modelled and structured situations or independently and consistently, the specific grammatical elements?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**SAMPLE RESOURCES**

- *Нова 2: Вправи для розвитку української мови до діалогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років.* Светлова І. Є. Київ: АСТ-ПРЕСС-ДІК-СІ, 2001.

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**Mechanical Features**

*Students will be able to*

**6.1.4** imitate and experiment with basic mechanical features

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Copying**

Students copy modelled work and create simple sentences.

**Extension:** Students copy or write letters to St. Nicholas to learn the use of uppercase letters.

**Conjugating Vocabulary Verbs**

Students study the conjugation of a familiar verb. They then choose another verb and write the endings, using a different colour.

**Story Writing**

Students create their own stories modelled on a familiar story (e.g., *Пурпурова планета*).

**Mechanical Features***Students will be able to***6.1.4** imitate and experiment with basic mechanical features (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- imitate and experiment with basic mechanical features?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to imitate and experiment with basic mechanical features (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Portfolios**

Collect work samples from students to assess their progress in imitating and experimenting with basic mechanical features.

**SAMPLE RESOURCES**

- *Букварик для малят.* Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Класи 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Зошит для письма учня 1 класу. Частина 1.* Чорна М. М., Грабар Д. І. Львів: Афіша, 2000.

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**Discourse Features**

*Students will be able to*

**6.1.5** experiment with and use basic discourse features in oral and print texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Simple Conversations**

Students, with guidance, produce a simple conversation, using two or more connected sentences.

**Extension:** Students participate in role-plays and puppet plays.

**Extension:** Students model good news or bad news, using the term *на жаль* (unfortunately).

**Language Ladder**

Students and the teacher create and continually add to a language ladder of basic discourse features that are frequently used or requested.

**Letter Writing**

Students participate in writing a letter to a Ukrainian student in another Ukrainian bilingual classroom.

**Paragraph Writing**

After brainstorming and categorizing ideas about fall, students construct a paragraph. Direct discussion on organization, topic sentences and supporting details.

**Discourse Features***Students will be able to***6.1.5** experiment with and use basic discourse features in oral and print texts (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- experiment with and use basic discourse features in oral and print texts?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to experiment with and use basic discourse features in oral and print texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to experiment with and use basic discourse features in oral and print texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- Puppets

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**Listening**

*Students will be able to*

**6.2.1** listen to and understand simple oral sentences in a variety of familiar situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Routine Classroom Directions**

Repeatedly use key phrases and vocabulary to model routine classroom directions. Later, when students are familiar with the phrases, use these phrases in a variety of contexts.

**Game Time**

During class oral time, students learn how to tell time in Ukrainian and then play the game *Котра година, пане вовк*.

**Extension:** Students play charades and simple games (e.g., I Spy, Simon Says).

**Audio Recordings**

Present an audio recording and text to students for a listening activity (e.g., *Nova 2* songs).

**Extension:** Establish a listening centre for students.

**Listening***Students will be able to*

- 6.2.1** listen to and understand simple oral sentences in a variety of familiar situations  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- listen to and understand simple oral sentences in a variety of familiar situations?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to listen to and understand simple oral sentences in a variety of familiar situations (see sample blackline master in Appendix E: Observation Checklist).

 **Portfolios**

Students' work samples are collected to assess their understanding of the material presented.

**SAMPLE RESOURCES**

- *Свята срібної зими*. Львів: Аверс, 1998.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мандрівна абетка*. Прокопець М. Львів: Аверс, 2000.
- *Християнський буквар. Навчально-пізнавальний посібник*. Француз А. Й. та інші. Івано-Франківськ: Таля, 1999.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Нова 2: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Ukrainian-English Bilingual Education. Arts Education K-3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Ой, що ж то за шум. The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Івасик-Телесик та друзі* (audiocassette). Boyan Theatre and Ralph Brown School English-Ukrainian Bilingual Program. Winnipeg, MB: Olha and Alexander Harkavyi.

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**Speaking**

*Students will be able to*

**6.2.2** produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Opportunities for Oral Production**

Provide opportunities for students to produce a variety of oral sentences. For example,

- answer simple questions
- read, hear and repeat simple pattern sentences
- participate in puppetry
- participate in drama

**Show and Tell**

Students participate in show and tell (e.g., they bring in artifacts related to the topic being studied and present their artifacts).

**Picture Descriptions**

Review previously learned *Nova* dialogues by showing the pictures and asking for sentences about the pictures.

**Extension:** Have students view a picture based on a familiar topic and each produce a sentence to describe the picture.

**Student Sharing**

Students share what they did on the weekend during a weekly sharing session or, to reinforce the use of reflexive verbs, students share their morning routine with a buddy.

**Speaking***Students will be able to*

- 6.2.2** produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations. Offer feedback, encouragement and praise as needed.

**SAMPLE RESOURCES**

- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Класи 2–8*. Regina, SK: Saskatchewan Education, 1992.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.

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**Reading**

*Students will be able to*

**6.2.3** read and understand simple words and sentences in structured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Opportunities for Reading**

Provide opportunities for students to participate in a variety of reading activities. For example, reading

- pattern sentences
- sentences with three to five words on a familiar theme
- pattern or shape books
- picture dictionaries
- poems
- simple pattern sentences with an error or inappropriate word

**Sentence Strips**

Students sequence sentence strips of a familiar dialogue or poem.

**Extension:** Students reconstruct a sentence that has been scrambled.

**Reading Program**

As part of a home reading program, students take home familiar texts to read to family members. This same text can be shared with a buddy reader from an older class.

**Reading***Students will be able to***6.2.3** read and understand simple words and sentences in structured situations  
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- read and understand simple words and sentences in structured situations?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to read and understand simple words and sentences in structured situations (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to read and understand simple words and sentences in structured situations (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

**SAMPLE RESOURCES**

- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Веселі задачі для дошкільнят*. Яловська О. Тернопіль: Мандрівець, 2000.
- *Зошит для письма. 2 клас*. Жуківська О. Львів: Світ, 2000.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8*. Regina, SK: Saskatchewan Education, 1992.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.

*Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Writing**

*Students will be able to*

**6.2.4** produce, with guidance, simple words and sentences on familiar topics.

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Patterns**

Have students produce pattern sentences. For example,

- follow a familiar story pattern, such as Пурпурова планета, to write their own stories
- create flip books based on a theme, using repetitive sentence patterns

**Focus on Syllables**

Students use syllabication skills to write unfamiliar words related to a familiar topic or theme.

**Modelled Poems**

Students change words to make their own poems.

**Beginning, Middle, and End**

After hearing a familiar story, each student divides a piece of paper into thirds. Each section represents the beginning, middle, and end of the story. Students write sentences representing each section and draw illustrations. Model this and the sentences until students are comfortable with the process.

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- produce, with guidance, simple words and sentences on familiar topics?

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to produce, with guidance, simple words and sentences on familiar topics (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to produce, with guidance, simple words and sentences on familiar topics (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE RESOURCES

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Коли я сам. When I'm Alone.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сама. When I'm Alone.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Пурпурова планета. The Purple Planet.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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**Viewing**

*Students will be able to*

**6.2.5** view and understand simple, familiar events and representations.

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Videos**

Students view a video on Ukrainian dance or a holiday celebration or a video of the school's winter concert.

**Gallery Walk**

Students bring in artifacts and establish a gallery walk based on the theme being studied (e.g., *піонери*).

**Presentations**

Organize opportunities for students to view presentations by older classes (e.g., shared songs, poems, dialogues).

**Extension:** Invite the Grade 1 class to present their dialogues to the class.

**Extension:** After making representations of a text, students present and share their representations.

**Viewing***Students will be able to***6.2.5** view and understand simple, familiar events and representations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- view and understand simple, familiar events and representations?

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to view and understand simple, familiar events and representations. Offer feedback, encouragement and praise as needed.

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to view and understand simple, familiar events and representations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *У тітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- Other Ukrainian bilingual classes

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**Representing**

*Students will be able to*

**6.2.6** use a variety of forms to create simple representations of ideas, events, and information

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Opportunities for Representing**

Provide a variety of opportunities for students to create representations. For example,

- create paintings, pictures or sculptures to represent ideas, events, personal experiences or people
- dramatize a familiar text
- create mobiles based on a theme (e.g., моя родина)
- create picture collages based on a theme (e.g., feelings, animals, food)

**Student Rebus Sentences**

After reading a rebus poem, students create rebus sentences. For example,

**Field Trip Mural**

After a field trip to a museum, students create a mural of what they saw. The class can be divided into small groups and subtopics to work on the murals.

**Dioramas**

Students create dioramas. They can either make models of their houses or rooms. Students can also work in small groups to create a display of a community.

**Representing***Students will be able to*

- 6.2.6** use a variety of forms to create simple representations of ideas, events, and information (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use a variety of forms to create simple representations of ideas, events, and information?

 **Portfolios**

Students select work samples that show different ways they have represented ideas and information. They include reasons for choosing each work sample.

 **Rating Scale**

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to use a variety of forms to create simple representations of ideas, events, and information (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use a variety of forms to create simple representations of ideas, events, and information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

## SAMPLE RESOURCES

- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Моя родина. My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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**Register**

*Students will be able to*

**6.3.1** distinguish between formal and informal situations.

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Surveys**

Students brainstorm questions about leisure activities and conduct a survey of their classmates, using the ти form, with the teacher using the ви form.

**Phone Calls**

Students dramatize telephone conversations with different people in different situations.

**Classroom Guests**

Invite guests to visit the classroom and have students distinguish between language use in formal and informal situations.

**Dramatic Presentations**

After viewing samples of Ukrainian television programs, students dramatize:

- a weather report
- a sports event
- a news program

**Register***Students will be able to***6.3.1** distinguish between formal and informal situations (*continued*)SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- distinguish between formal and informal situations?

 **Conferences**

Keep notes on individual students' successes and challenges in adapting language. Share notes with the student and together make plans to improve. Confer with students to discuss participation and personal responsibility in the classroom and school community.

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to distinguish between formal and informal situations (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE **RESOURCES**

- Video recordings of Ukrainian television programs (e.g., *Контакт*)
- Ukrainian-speaking guests

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**Idiomatic Expressions**

*Students will be able to*

**6.3.2** understand and use some simple idiomatic expressions as set phrases

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Modelling and Practice**

Model the use of idiomatic expressions as frequently as possible. Students then practise these expressions in role-play situations.

**Table Manners Expressions**

Students learn simple phrases related to table manners. For example,

- Подай/те, будь ласка, ...
- Чи можна, будь ласка, подати ...?
- Пробач/те
- Вибач/те
- Перепрошую.
- Всім смачного!

**Idiomatic Expressions***Students will be able to***6.3.2** understand and use some simple idiomatic expressions as set phrases (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- understand and use some simple idiomatic expressions as set phrases?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to understand and use some simple idiomatic expressions as set phrases. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to understand and use some simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Сонечко: Абетка. Лічилки. Вірші. Загадки. Ребуси. Скоромовки.* Бойко Г. та інші. Донецьк: Сталкер, 2002.

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**6.3** Sociocultural/  
Sociolinguistic  
Competence

### Variations in Language

*Students will be able to*

**6.3.3** acknowledge individual differences in speech

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Guest Speakers

Invite a guest speaker once a month to read to students. Guest speakers could include older students, other teachers, parents, and community members. Discuss the different styles of speech of the different guest speakers.

### Buddy Reading Program

Establish a buddy reading program with an older class. Encourage students to partner with a variety of different students.

### Summary and Discussion

After viewing a video, the class summarizes the video, as a group, with guidance. The class then discusses the differences between the various speakers in the video (e.g., tone, speed, pitch).

**Variations in Language***Students will be able to***6.3.3** acknowledge individual differences in speech (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student  
– acknowledge individual differences in speech?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to acknowledge individual differences in speech. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to acknowledge individual differences in speech (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide.* Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- Ukrainian-speaking guests
- Other Ukrainian bilingual classes

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**6.3** Sociocultural/  
Sociolinguistic  
Competence

**Social Conventions**

*Students will be able to*

**6.3.4** use basic politeness conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Cooperative Activities**

The class brainstorms for behaviours that demonstrate politeness. This list is posted and serves as a reminder for students. Involve students in cooperative activities (e.g., sharing ideas and materials, group work). Encourage students to demonstrate the various politeness behaviours discussed.

**Phone Politeness**

Students role-play telephone conversations. They introduce themselves and have a simple conversation, using politeness conventions.

**Polite Greetings**

Encourage students to extend appropriate greetings to the teacher and others.

**Dialogues**

Students' attention is drawn to examples of basic politeness conventions used in the *Nova 2* dialogues and echo-acting routines. These serve as models for student role-plays in which students practise politeness conventions.

**Social Conventions***Students will be able to***6.3.4** use basic politeness conventions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– use basic politeness conventions?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use basic politeness conventions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use basic politeness conventions. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.

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**Non-Verbal Communication**

*Students will be able to*

**6.3.5** experiment with using some simple non-verbal means of communication.

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Role-Playing Actions**

Provide students with a series of sentences describing actions. They take turns role-playing an action and others guess what it is.

**Non-Verbal Activities**

Encourage students to participate in a variety of non-verbal activities. For example,

- determine actions to a song or poem or mimic the teacher’s actions
- dramatize a *Nova* dialogue without words

**Silent Period**

The first five minutes of the day are silent. Students and the teacher communicate their needs, using any means except verbal.

**Non-verbal Communication***Students will be able to*

- 6.3.5** experiment with using some simple non-verbal means of communication  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- experiment with using some simple non-verbal means of communication?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to experiment with using some simple non-verbal means of communication. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to experiment with using some simple non-verbal means of communication (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Улюблені вірші. Вірші українських та іноземних поетів для малят від 2 до 102*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1994.

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**Cognitive**

*Students will be able to*

- 6.4.1** use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Transferring Knowledge**

Have students transfer their knowledge of English rules of punctuation and note the differences between these rules versus Ukrainian rules. Give pairs of students similar samples of writing in English and Ukrainian. Have them note differences and similarities in punctuation between the samples. Students can use technological aids (e.g., computer spellcheckers [Ukrainian] to support learning).

**Spelling Patterns**

Teach students simple strategies for recognizing Ukrainian word endings. Have students group their vocabulary words in their personal dictionaries by spelling patterns.

**Dictionaries**

Students develop and maintain second language dictionaries with words learned through reading.

**Extension:** Students use a dictionary with syllables marked to empower them to build words.

**Patterned Text**

After learning a poem, song or repetitive story, students create their own texts, following the pattern. Use a phrase from the model and demonstrate how to incorporate these phrases as part of their daily speech or make changes to the phrase (e.g., Що за гамір? Що за шум?).

**Cognitive***Students will be able to*

- 6.4.1** use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns) *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use simple cognitive strategies, with guidance, to enhance language learning?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Веселі задачі для дошкільнят*. Яловська О. Тернопіль: Мандрівець, 2000.
- *Буквар*. Луцик Д. В., Проць М. М., Савшак С. Львів: Світ, 2001.
- *Зошит для письма. 2 клас*. Жуківська О. Львів: Світ, 2000.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.

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**Metacognitive**

*Students will be able to*

**6.4.2** use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Discuss Understanding**

Demonstrate for students how they learn (e.g., read a text and check for understanding). Then read the text with students and talk about how hearing and seeing what is written increases understanding.

**Class reflection**

At various stages of a lesson (i.e., before, during, and after), have students reflect about their learning:

Before beginning a unit or lesson:

- What do I think I will learn?
- What do I already know about the topic?
- What do I hope we will do during this lesson?

During the lesson:

- What things have I enjoyed the most?
- What things do I have trouble with or need to work on?
- How can I improve?

After the lesson:

- What strategies did I use?
- What things do I still need to work on?
- How have I used what I learned outside of school?

**Metacognitive***Students will be able to***6.4.2** use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language) *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use simple metacognitive strategies, with guidance, to enhance language learning?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple metacognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: На допомогу вчителю. Матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.
- *Три ведмеді.* Турко К. Едмонтон: Міністерство освіти Альберти, 1977.

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**Social/Affective**

*Students will be able to*

**6.4.3** use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Modelling Self-Correction**

Self-correct after making a mistake and stop to discuss how taking a risk is important and making a mistake is part of the learning process.

**Sharing Strategies**

Discuss strategies that you used when learning Ukrainian or another second language (e.g., using self-talk to make yourself feel confident, using positive self-talk or humour to reduce anxiety, using self-correction, allowing yourself to make mistakes). Have students discuss the strategies and choose one to try in the future.

Students hear a story or watch a video about a character who is overcoming a personal struggle. Students and teachers discuss the story and how it relates to students learning.

**Social/Affective***Students will be able to***6.4.3** use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text) *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use simple social and affective strategies, with guidance, to enhance language learning?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use simple social and affective strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple social and affective strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Нова 2: На допомогу вчителів. Матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.

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**Interactive**

*Students will be able to*

**6.5.1** use simple interactive strategies, with guidance (e.g., indicate lack of understanding verbally or non-verbally)

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Understanding Expressions**

Students brainstorm phrases that express lack of understanding. They make posters or language ladders that include phrases such as:

- Поясніть, будь ласка, ...
- Я не розумію.
- А що це ...?

**Extension:** Model techniques that demonstrate lack of understanding (e.g., raising eyebrows, a puzzled look).

**Conversing in Groups**

Divide students into groups to have short conversations with each other on pets, hobbies, etc. Encourage students to use strategies such as interpreting non-verbal clues (e.g., miming, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, using circumlocution, repeating part of what someone has said to confirm understanding.

**Interactive***Students will be able to***6.5.1** use simple interactive strategies, with guidance (e.g., indicate lack of understanding verbally or non-verbally) *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use simple interactive strategies, with guidance?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use simple interactive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple interactive strategies, with guidance (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Мій перший словник*. Palijiw, K. Toronto, ON: Ukrainian Teacher's Association of Canada, 1975.
- *Мово рідна, слово рідне!* Чумак Я. (ред.). Торонто: Українська книжка, 1986.

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**Interpretive**

*Students will be able to*

**6.5.2** use simple interpretive strategies, with guidance (e.g., use illustrations to aid reading comprehension)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Context Comprehension**

Provide students with a list of words that they do not know. Then use the words in a sentence with gestures. Guide a discussion on how the context helped aid comprehension. A list of strategies to aid comprehension is recorded and posted in the classroom for reference.

**Sequencing**

Using the *Nova 2* program, text and illustrations, students sequence illustrations that have been scrambled.

**Prediction**

Before reading a text, have students predict what it is about based on the title and any illustrations. Before a guest speaker arrives, have students make predictions about what they expect to hear based on what they already know about the topic.

**Sound-Symbol System**

Have students learn to use the Ukrainian sound–symbol system to aid reading comprehension. For example,

- календар = calendar (English)
- землетрус
- земля

**Interpretive***Students will be able to***6.5.2** use simple interpretive strategies, with guidance (e.g., use illustrations to aid reading comprehension) *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use simple interpretive strategies, with guidance?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use simple interpretive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple interpretive strategies, with guidance (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Зошит для письма. 2 клас.* Жуківська О. Львів: Світ, 2000.
- *Нова 2: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Діалоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.

*Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Productive**

*Students will be able to*

**6.5.3** use simple productive strategies, with guidance (e.g., use familiar repetitive patterns from stories, songs, rhymes, or media)

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Sentence Starters**

Provide students with familiar sentence starters in written form that include key vocabulary for classroom routines. Have students complete the sentences to form a paragraph or list of instructions.

**Repeating a Pattern**

Review various rhymes and songs that have repetitive sentence patterns. Read each line and have students repeat it. Write the line on the board and have students copy it. Complete an action for each line and have students copy it. Then have students use the sentence pattern to create their own poems and songs.

**Clapping Rhythms**

When learning new vocabulary on a specific theme, invite students to repeat the new words and phrases while clapping certain rhythms.

**Productive***Students will be able to***6.5.3** use simple productive strategies, with guidance (e.g., use familiar repetitive patterns from stories, songs, rhymes, or media) *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use simple productive strategies, with guidance?

 **Conferences**

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use simple productive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE RESOURCES

- *Нова 2: На допомогу вчителю. Матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 2: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.

*Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Cognitive**

*Students will be able to*

**6.6.1** use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Brainstorming**

The class participates in a brainstorming session on a familiar topic or experience. After brainstorming, students categorize and group their ideas.

**Community Walk**

After learning *Nova 2 Повтор-імітація 4: Моя ділянка*, students take a community walk. Present pictures of buildings in the community or assign a home project for each student to take a picture with the class camera.

**Classification**

Have students classify objects and ideas according to their attributes. For example,

**Mnemonic Devices**

Ask students to create a mnemonic device to remember grammar rules or vocabulary (e.g., a preposition song). The mnemonic devices are shared, and students choose the one they believe is the best. They use the device of their choice to remember the concept.

**Cognitive***Students will be able to*

- 6.6.1** use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning) (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use simple cognitive strategies to enhance general learning?

 **Conferences**

Conference with students when doing a reading assessment or discussing a text to assess their ability to use simple cognitive strategies to enhance general learning.

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use simple cognitive strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE RESOURCES

- *Веселі задачі для дошкільнят*. Яловська О. Тернопіль: Мандрівець, 2000.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 4: Моя дільниця», «Повтор-імітація 7: Я печу торт».
- *Нова 2: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- Digital or disposable camera

*Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Metacognitive**

*Students will be able to*

**6.6.2** use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning)

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Learning Logs**

Students make weekly entries in their personal Learning Logs.

**Reading Logs**

Students maintain simple reading logs by listing the titles and authors of Ukrainian books they have read as part of a home reading program.

**Planning for a Task**

Before beginning a task, the class plans the steps they will take to complete the task (e.g., students make a plan for a visit to a bilingual Kindergarten or Grade 1 class to present their play). The teacher jots down different jobs they need to do (e.g., making the backdrop, getting materials). They write down the process in their Learning Logs to check their own process and see if they have followed their plan.

**Metacognitive***Students will be able to***6.6.2** use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student

- use simple metacognitive strategies to enhance general learning?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to use simple metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE **RESOURCES**

- Learning Logs
- Reading Logs
- Self-editing checklists

*Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Social/Affective**

*Students will be able to*

**6.6.3** use simple social and affective strategies to enhance general learning (e.g., follow their natural curiosity and intrinsic motivation to learn)

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Brainstorm**

Invite students to brainstorm words and phrases that would assist them to work cooperatively with other students. Encourage students to use these phrases when involved in group work.

**Word Sharing**

Provide extrinsic motivators to help students build their intrinsic motivation (e.g., word of the day). Each student shares a word he or she learned or heard.

**Free Time**

Encourage students to experience Ukrainian during their free time. For example,

- listen to Ukrainian music or recorded stories
- borrow Ukrainian books from the library
- find community organizations and activities where they can participate and extend their learning

**Language Use**

At the beginning of the year, discuss with students the benefits of learning Ukrainian. Students brainstorm for places where they hear or use the language. They maintain a personal chart of where they used the language other than the classroom.

**Social/Affective***Students will be able to*

- 6.6.3** use simple social and affective strategies to enhance general learning (e.g., follow their natural curiosity and intrinsic motivation to learn) *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use simple social and affective strategies to enhance general learning?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use simple social and affective strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE RESOURCES

- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton: Kazka Productions, 1988.
- *Зореplавці. Пісні для дітей. Zoreplavci. Songs for Children in Ukrainian* (audiocassette). Barna P., Andrusko A. (prods.). Yardley, PA: Pavilion Co., 1995.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.

*Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.*

**Understanding Self-Identity**

*Students will be able to*

**7.1.1** express own self-concept, and extend that understanding to include new ideas and perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Self-Expression**

Have students participate in a variety of activities in which they express their own self-concept. For example,

- talk about themselves (name, age, family)
- create self-portraits
- create compilation books about themselves that are worked on throughout the year
- create family crests

**Student Interviews**

Each student is responsible for interviewing another student, using a modelled set of questions, and creating a poster describing the student.

**Student Flowers**

Students make flowers where each petal describes a feature or characteristic of themselves. For example,



**Я**

Make a large copy of Я for each student. Students cut pictures from magazines that describe their hobbies and interests. They cut and glue these pictures onto the Я. When completed, students present what they have created. For example,

- Це я.
- Мене звати \_\_\_\_\_.
- Я люблю \_\_\_\_\_.

**Understanding Self-Identity***Students will be able to*

- 7.1.1** express own self-concept, and extend that understanding to include new ideas and perspectives (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- express own self-concept, and extend that understanding to include new ideas and perspectives?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to express own self-concept, and extend that understanding to include new ideas and perspectives. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Conferences**

Confer with small groups about students' sharing of their concepts of themselves and their understanding of others' perceptions of them. Provide positive feedback and support to help students develop and expand these outcomes.

**SAMPLE RESOURCES**

- *Нова 2: Вправи для розвитку української мови до діалогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- Magazines, catalogues, brochures

General Outcome

7

*Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.*

7.1 Self-Identity

GRADE

2

Specific  
Outcome

**Developing Positive Self-identity**

*Students will be able to*

**7.1.2** understand own place and importance in the home and school

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Comparison Chart**

Students make a comparison chart with illustrations and captions to demonstrate personal responsibilities at home and at school.

**Class Book**

Students create a class book on Ми разом працюємо.

**Echo-Acting Routines**

Working with a reading partner, students read *Nova 2* echo-acting routines and discuss the main ideas.

**Developing Positive Self-Identity***Students will be able to***7.1.2** understand own place and importance in the home and school (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- understand own place and importance in the home and school?

 **Conferences**

Conference with students to discuss their understanding of their place and importance in the home and school.

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to understand own place and importance in the home and school. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Нова 2: Повтор-імітація*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 2: Як я це роблю», «Повтор-імітація 5: Ми були чемні».
- *Пурпурова планета. The Purple Planet*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

*Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.*

### Valuing Ukrainian Language and Culture

*Students will be able to*

**7.1.3** participate in and appreciate Ukrainian language and cultural activities and traditions

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Cultural Activities

Provide opportunities for students to participate in a variety of cultural activities. For example,

- embroidery
- egg painting
- cooking
- folk dances
- holidays
- songs
- poems
- ritual dances
- folk tales

**Extension:** Students make a small sheaf of wheat (дідух) for Christmas.

### Ukrainian Music

Invite students to listen to a variety of Ukrainian folk, contemporary and classical music by Ukrainian composers. Students discuss their preferences.

**Valuing Ukrainian Language and Culture***Students will be able to***7.1.3** participate in and appreciate Ukrainian language and cultural activities and traditions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in and appreciate Ukrainian language and cultural activities and traditions?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in and appreciate Ukrainian language and cultural activities and traditions (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to participate in and appreciate Ukrainian language and cultural activities and traditions (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Свята срібної зими*. Львів: Аверс, 1998.
- *Буквар*. Луцик А. В. Львів: Світ, 2001, с. 4–22, 165–183.
- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Християнський буквар. Навчально-пізнавальний посібник*. Француз А. Й. та інші. Івано-Франківськ: Таля, 1999.
- *Нова 2: На допомогу вчителю. Матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 2: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 1: Діалоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Повтор-імітація 7: Свята вечеря», «Повтор-імітація 13: Великодній кошик».

General Outcome

7

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.1 Self-Identity

GRADE

2

Specific  
Outcome

**Valuing Bilingualism/Multiculturalism**

*Students will be able to*

**7.1.4** participate in and appreciate bilingual/multicultural educational activities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Seniors' Concert**

Students visit a Ukrainian seniors' home and present a concert for the seniors.

**Cultural Exchange Program**

Students participate in a cultural exchange program with another class or bilingual program. They teach each other and share songs, games, crafts, dances, foods.

**Christmas Carolling**

At Christmas, students go carolling to neighbours in the area or to a local mall or seniors' home.

**Valuing Bilingualism/Multiculturalism***Students will be able to*

- 7.1.4** participate in and appreciate bilingual/multicultural educational activities  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in and appreciate bilingual/multicultural educational activities?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in and appreciate bilingual/multicultural educational activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Learning Logs**

Have students reflect on bilingual/multicultural educational activities by finishing sentence starters with a picture. For example,

- Я дещо прочитав/ла про \_\_\_\_\_.
- Я добре зрозумів/ла про \_\_\_\_\_.
- Я хотів би/ла б дізнатися також про такі речі \_\_\_\_\_.

**SAMPLE RESOURCES**

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Other classes or bilingual programs

General Outcome

7

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.2 Ukrainian Culture

GRADE

2

Specific Outcome

### Historical Elements

*Students will be able to*

**7.2.1** participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (e.g., Christmas, Easter)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Christmas Traditions

While learning about Ukrainian Christmas traditions, students cook one of the 12 meatless dishes for Christmas Eve.

**Extension:** When learning about Ukrainian Christmas traditions, students learn how to weave decorations out of wheat and create traditional decorations for a class Christmas tree (e.g., горіхи, яблука, сушені ягоди).

### Easter Traditions

Students learn about the significance of the Easter foods that were traditionally placed into an Easter basket and blessed. They participate in baking a паска and making a баран out of butter for their personal Easter baskets.

**Historical Elements***Students will be able to*

- 7.2.1** participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (e.g., Christmas, Easter) *(continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Буквар*. Луцик А. В. Львів: Світ, 1999, с. 165–183.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.

General Outcome

7

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.2 Ukrainian Culture

GRADE

2

Specific Outcome

### Contemporary Elements

*Students will be able to*

**7.2.2** participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Traditions Then and Now

Students discuss differences in holiday traditions. A T-chart can be established, comparing then and now.

### Ukrainian Videos

Students view Ukrainian videos reflecting life in contemporary Ukraine (e.g., celebrations, school). Videos should be age- and language-appropriate.

**Extension:** Invite a guest to share video clips or photographs and describe his or her visit to Ukraine.

### Contemporary Music Rating

Invite students to listen to Ukrainian contemporary music on a daily basis. They record the names of the songs and the performing artists they listen to. Students rate their enjoyment of each song, using the five-star system.

**Extension:** Students listen to and sing along with recordings of Canadian-Ukrainian contemporary children's music.

**Extension:** Students borrow tapes or CDs from the school or class library and develop a top 10 recommended list for listening.

**Contemporary Elements***Students will be able to***7.2.2** participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in activities or experiences that reflect contemporary elements of Ukrainian language and culture?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Confer with students to discuss and provide feedback regarding their participation and experiences in contemporary Ukrainian language and cultural activities.

**SAMPLE RESOURCES**

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- Assortment of Ukrainian children’s musical selections
- T-chart (see sample blackline master in Appendix D)
- Ukrainian-speaking community resource people

General Outcome

7

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.2 Ukrainian Culture

GRADE

2

Specific Outcome

**Diversity**

*Students will be able to*

**7.2.3** recognize diverse elements of the Ukrainian language and culture in school and/or the local community

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Holidays**

When learning about holidays, students discuss differences in cultural traditions practised in their families. Students interview grandparents and discuss how they celebrated holidays when they were young.

**Extension:** Students conduct a survey of cultural backgrounds in the class or school, or survey the class for grandparents' birthplaces.

**Traditions Interviews**

When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents, asking how they celebrated Christmas or Easter when they were young. Students share the information they gathered with their classmates.

**Diversity***Students will be able to***7.2.3** recognize diverse elements of the Ukrainian language and culture in school and/or the local community (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize diverse elements of the Ukrainian language and culture in school and/or the local community?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize diverse elements of the Ukrainian language and culture in school and/or the local community (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize diverse elements of the Ukrainian language and culture in school and/or the local community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Повтор-імітація 7: Свята вечеря», «Повтор-імітація 13: Великодній кошик».
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 9: Уранці на Великдень».
- *Свята срібної зими*. Львів: Аверс, 1998.

General Outcome

7

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.2 Ukrainian Culture

GRADE

2

Specific Outcome

**Change**

*Students will be able to*

**7.2.4** gather information to demonstrate change within the Ukrainian language and culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Traditions Then and Now**

Students interview parents or grandparents about changes in traditions or culture that they have experienced. They create a T-chart demonstrating then and now.

**Ukrainian Culture Web**

With assistance, students brainstorm and create a web on Ukrainian culture. They break into small groups and, focusing on one aspect, interview people, look at books and prepare a brief oral presentation on changes in Ukrainian culture (e.g., holidays, foods, music, dance, lifestyle, technology).

**Ukrainian Museum Field Trip**

Students visit a Ukrainian museum. After returning, they discuss differences and changes in Ukrainian culture.

**Change***Students will be able to***7.2.4** gather information to demonstrate change within the Ukrainian language and culture (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- gather information to demonstrate change within the Ukrainian language and culture?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to gather information to demonstrate change within the Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to gather information to demonstrate change within the Ukrainian language and culture. Offer feedback, encouragement and praise as needed.

**SAMPLE RESOURCES**

Ukrainian museums (e.g., Ukrainian Cultural and Educational Centre (OSEREDOK), St. Andrew's College, St. Joseph's Ukrainian Catholic Church (Bishop Velychkovsky Shrine), Leo Mol Sculpture Garden, Ukrainian Museum at the Holy Trinity Ukrainian Orthodox Church)

Graphic organizers (e.g., T-charts [see sample blackline masters in Appendix D])

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Positive Group Membership**

*Students will be able to*

**7.3.1** practise consideration for others

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Considerate Phrases**

Students learn basic phrases. For example,

- Дякую. (Thank you.)
- Прошу! Будь ласка. (Please.)
- Вибачте. Перепрошую. (Sorry.)

Students practise using the phrases correctly and appropriately through short role-plays in the classroom.

**Extension:** Students play a game in which they go around the class to students in a row or group and say something considerate.

**Cartoon Strips**

Working with partners, students develop cartoon strips showing consideration for others.

**Brainstorming**

Lead students in a brainstorm of why everyone needs to be a responsible member of the class. Create a chart showing responsibilities everyone in the classroom has. For example,

Your Job Твоя/ваша робота Твої/ваші обов'язки	My Job Моя робота Мої обов'язки
---	---------------------------------------

**Positive Group Membership***Students will be able to***7.3.1** practise consideration for others (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- practise consideration for others?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to practice consideration for others while working with partners and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.

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**Appreciating Diversity**

*Students will be able to*

**7.3.2** recognize and appreciate diversity in the family, school, and community

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Exchanges**

Arrange classroom or interschool exchanges to strengthen the sense of diversity within other cultures or bilingual programs. During these visits, the groups can share and compare holidays, traditions and foods. Students could also talk about their families and observe how the make-up of families may vary.

**Extension:** Students listen to presentations made by a variety of different guest speakers who visit the classroom.

**Demonstrating Diversity**

Demonstrate diversity in Ukrainian culture through introducing students to

- costumes
- variations in language
- food
- dance
- music

**Extension:** Use photographs, videos, and pictures from books to demonstrate diversity. Bring in speakers who may be able to either demonstrate language variations or display artifacts (e.g., costumes).

**Appreciating Diversity***Students will be able to***7.3.2** recognize and appreciate diversity in the family, school, and community  
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize and appreciate diversity in the family, school, and community?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize and appreciate diversity in the family, school, and community (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize and appreciate diversity in the family, school, and community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Моя родина. My Family.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Казки та інші твори для дітей. Ukrainian Fairy Tales (CD).* Toronto, ON: SvitCom Inc., 1997.
- *Історія українського мистецтва в ілюстраціях. An Illustrated History of Ukrainian Art.* Szonk-Rusych, K. New York, NY: Shevchenko Scientific Society, 1978.
- *Український народний одяг. Ukrainian Folk Costume.* Odarchenko, P., Carynnyk, H., Tytla, H., Stachiv, M., Lewycka-Barabach, M. J. (ills.). Toronto, ON: University of Toronto Press, 1992.
- Ukrainian-speaking community resource people
- Other bilingual classes or programs

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**Appreciating Similarity**

*Students will be able to*

**7.3.3** recognize and appreciate similarities between self and others

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Visiting Others**

Students participate in interschool or interprogram visitations. Provide students with the opportunity to share and compare cultures with other classes or bilingual programs.

**Extension:** Invite other cultural groups to share information on their cultures. Students compare holidays, traditions and foods.

**Comparing Stories**

Students compare similarity in literature (e.g., *Попелюшка* [*Cinderella*], *Колобок* [*Gingerbread Man*], *Лисичка та журавель* [the Aesop's fable about Fox and Crane]).

**Y-Chart**

Students share how they celebrate special occasions. They create a Y-chart recording how these look, feel and sound.

**Celebrations and Concerts**

Encourage students to participate in or attend multicultural celebrations and concerts either during or after school hours. Students report back to their classmates about their experiences.

**Appreciating Similarity***Students will be able to***7.3.3** recognize and appreciate similarities between self and others (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize and appreciate similarities between his or her self and others?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize and appreciate similarities between their selves and others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize and appreciate similarities between their selves and others (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Лисичка та журавель.* Київ: Альтернативи, 1997.
- *Колобок.* Київ: Альтернативи, 1997.
- Y-chart (see sample blackline master in Appendix D)
- Multicultural celebrations and concerts
- Other bilingual classes or programs

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**Contributing to Community**

*Students will be able to*

**7.3.4** participate cooperatively in group activities, by contributing ideas and supporting others

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Group Writing**

As a class student suggest one of the following:

- person (people)
- place
- action
- time
- situation

The whole class compiles a humorous skit. Class is separated into groups who then present it to other groups. Consider providing cards with suggestions on a pocket chart.

**Group Photographers**

Using a digital camera, students walk around the school or community and capture pictures of *Ми працюємо разом*. They can then work together to write one-sentence captions or type captions on the computer. These can be published and distributed as part of the school newsletter.

**Group Activities**

Students participate in a variety of group activities. For example,

- making a mural
- dramatization
- cooking
- book or story study

Before working, students establish roles and responsibilities for all group members.

**Contributing to Community***Students will be able to***7.3.4** participate cooperatively in group activities, by contributing ideas and supporting others (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate cooperatively in group activities, by contributing ideas and supporting others?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate cooperatively in group activities, by contributing ideas and supporting others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate cooperatively in group activities, by contributing ideas and supporting others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**SAMPLE RESOURCES**

- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 4: Моя дільниця», «Повтор-імітація 12: Фахи людей».
- Digital or disposable camera

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Responsible Citizenship**

*Students will be able to*

**7.4.1** demonstrate personal and social responsibility in the classroom, school, and community

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Murals**

Students draw or develop a mural depicting personal and social responsibility within the school, family, community, and/or world.

**Alternative Activity:** Working in small groups, students draw or develop a mural depicting respect, cooperation, and acceptance within the school, family, community, and/or world.

**Class List**

Lead students in a discussion of responsibilities. Students add to a class list two items for which they are responsible in each environment. For example,

Коли я у школі	Коли я вдома	Коли я надворі
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**Classroom Helpers**

Invite students to act as classroom helpers. They learn the names of classroom helpers (e.g., бібліотекар, класний сторож).

**Community Service**

Students participate in a community service project to demonstrate responsible citizenship (e.g., cleaning up the school yard or planting flowers around the school).

**Project Planning and Reflection**

Students participate in creating a plan for a project and reflect, with teacher guidance, on the success of the project. They provide input for creating a language experience story about the activity (e.g., Сьогодні учні з нашого класу нашого класу садили квіти навколо школи. Ми посадили червоні маки й сині волошки ...).

**Responsible Citizenship***Students will be able to***7.4.1** demonstrate personal and social responsibility in the classroom, school, and community (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- demonstrate personal and social responsibility in the classroom, school, and community?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to demonstrate personal and social responsibility in the classroom, school and community (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate personal and social responsibility in the classroom, school and community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 5: Ми були чемні», «Повтор-імітація 10: Де і що я роблю».
- An assortment of magazines, catalogues, flyers

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Interdependence**

*Students will be able to*

**7.4.2** recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Partner Puzzles**

Students work with a partner to solve a word search or crossword puzzle on a theme studied in class. Discuss how working together made it easier to solve the puzzles.

**Cooperative Learning Groups**

Working in cooperative learning groups, students discuss a playground event where an action of one spoils a game for others.

**Extension:** During a health lesson, lead students in a discussion on the roles of members of a household and how they work together.

**Working Together Images**

Students work in small groups to create a collage, using magazine pictures of people working together. They title their collage “Ми співпрацюємо.”

**Extension:** Photograph students working and playing together. These photographs are made into a class booklet entitled “Разом.” Simple captions can accompany the photographs.

**Interdependence***Students will be able to***7.4.2** recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others?

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others (see sample blackline master in Appendix E: Self-Assessment Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Both during and after a group activity, discuss with students the roles and responsibilities of a group.

## SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- Magazines
- Digital or disposable camera

General Outcome

7

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.4 Global  
Citizenship

GRADE

2

Specific  
Outcome

#### **Intercultural Skills**

*Students will be able to*

**7.4.3** identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others

### **SAMPLE TEACHING AND LEARNING ACTIVITIES**

#### **Story Conflict**

Students listen to a story with a conflict and discuss the resolution (e.g., read *Лисичка та журавель* and lead the class in a discussion of conflict and resolution and the importance of cooperation).

#### **The Importance of Listening**

Discuss the importance of listening to the opinions of others. Invite students to use a talking stick to ensure good listening. Only the person with the talking stick may speak.

**Extension:** Discuss conflicts that occur in the classroom and solutions to those conflicts, using the talking stick technique.

#### **Conflict Chart**

A conflict and resolution chart can be drafted with student input. When a conflict arises, students can review the necessary steps that should have been or need to be taken.

**Intercultural Skills***Students will be able to***7.4.3** identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- *Лисичка та журавель*. Київ: Альтернативи, 1997.

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**Future Opportunities**

*Students will be able to*

**7.4.4** identify personal strengths and areas for improvement

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Self-Evaluation**

Working with teacher supervision, students create a self-evaluation where they rate their attitudes and achievements. For example,

- I always listen/Я завжди слухаю.
- I cooperate/Я співпрацюю.
- I complete my work/Я закінчую свою роботу.
- I always do my best/Я завжди добре працюю.

**My Personal Strengths**

After a discussion of personal strengths, students illustrate what they feel they do well. For example,

- Я добре вмію \_\_\_\_\_.
- Я хочу краще \_\_\_\_\_.

**Goal-Setting**

Discuss with students various goals as a class (e.g., personal goals, academic goals, sports goals, family goals). Have each student choose a goal and create a graphic representation that depicts the goal and how they hope to achieve it.

**Future Opportunities***Students will be able to***7.4.4** identify personal strengths and areas for improvement (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student

- identify personal strengths and areas for improvement?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify personal strengths and areas for improvement (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

Conference with students to encourage them to share their personal strengths and areas for further development. Provide students with feedback and encouragement.

 **Self-Assessment Checklist and Goal-Setting**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to identify personal strengths and areas for improvement. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

 **Portfolios**

Use the portfolios to examine the choices students have made that demonstrate their best work or growth. The portfolios can be used for further discussion with students. Discuss a variety of ways by which they can achieve their goals.